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NUMBER 6

**BULLETIN**  
**OF THE**  
**AMERICAN ASSOCIATION**  
**OF**  
**UNIVERSITY PROFESSORS**

**ANNUAL MEETING**  
**CHICAGO, NOVEMBER 30, DECEMBER 1**  
**AMERICAN COUNCIL ON EDUCATION**  
**INTERNATIONAL UNIVERSITY CONFERENCE**

**OCTOBER, 1934**

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<sup>1</sup> Members of the Executive Committee.

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OCTOBER, 1934

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# BULLETIN

OF

## THE AMERICAN ASSOCIATION OF UNIVERSITY PROFESSORS

ANNUAL MEETING

CHICAGO, NOVEMBER 30, DECEMBER 1

AMERICAN COUNCIL ON EDUCATION

INTERNATIONAL UNIVERSITY CONFERENCE

EDITOR: H. W. TYLER

EDITORIAL COMMITTEE: JOSEPH ALLEN; W. W. COOK; PAUL KAUFMAN;  
JOSEPH MAYER

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## EDITORIAL NOTE

Most important among the announcements in this issue is that of the Annual Meeting at Chicago, Friday, November 30, and Saturday, December 1. This is the first subsidized delegate meeting since that of 1931, also held in Chicago. It is anticipated that an interesting report will be presented by the Committee on Organization and Policy, as to which further announcement will be made in the November *Bulletin*.

One of the principal features in the general plan for the *Bulletin* has been an increase in the editorial feature. The article by Professor Holcombe in the present issue is a first step in that direction and will be followed by similar brief articles by members of the advisory group in future issues. Special mention may also be made of the important changes described in the article on the American Council on Education and of the interesting chapter note from the University of Texas.

It is expected that the November *Bulletin* will be largely devoted to a number of reports on academic freedom and tenure, with which Committee A and its subcommittees have been actively engaged during the past summer. The Committee on Organization and Policy has held a second meeting in Washington, October 13. It is hoped that a report of it may be published in the November *Bulletin*, and that this will reach members in advance of the Annual Meeting.

## EDITORIAL

### THE RIGHT TO AGITATE

At several universities recently controversies have arisen over the right of students to participate in public political agitation and the attitude of the university authorities toward such student agitators.

At the University of Michigan, for instance, students participated in the Detroit May Day demonstration, organized by so-called "Radicals," and were roughly dispersed by the Detroit police. Some of them were injured and all felt that they had been unjustly treated. They believed that they were demonstrating in a lawful manner and some of their friends urged that they were entitled to the assistance of the University authorities in the protection of their rights. Others argued that the students who took part in the demonstration voluntarily assumed the risks of the enterprise, and that, if they did not know the risks of participation in such demonstrations, the University authorities could serve their institution best by discouraging other students from assuming such risks. Such discouragement would naturally follow from a refusal of the authorities to give these students legal aid or moral support and might even go so far as forbidding all students to take part in "radical" agitation outside the University. At Harvard also trouble arose when students took part later in the same month in an anti-fascist demonstration occasioned by the arrival of a German cruiser in Boston harbor. In this case the students were arrested for alleged rioting and were not only roughly treated by the arresting officers but also convicted in court and punished by fines. The same feelings were aroused as in Michigan, and the same arguments were heard.

Agitation in the abstract is doubtless covered by the constitutional rights of freedom of speech and of public assemblage, and university students presumably have the same rights under the Federal and State constitutions as other persons. Agitation in particular cases, however, may be associated with breaches of the peace, or alleged breaches of the peace, and the agitators, university students as well as others, may receive rough treatment at the hands of the police. Many people, including unfortunately some police officers, seem to think that the responsibility of the police goes beyond the protection of the public against dangerous disorder and mob-violence. They seem to think that it extends also to the punishment of offenders against the public peace. This of course is a great mistake. Under the American constitutional system the function of punishment is reserved to the courts. The police have no right to chastise offenders; they should content themselves with arresting them. Intelligent citizens will discountenance the excess of zeal and

abuse of power by arresting officers, who ought to set a good example of self-control, as emphatically as they discountenance disorderly conduct by other persons. Despite the protests of intelligent citizens, however, it is likely that policemen will continue to abuse their power in cases where agitation is unpopular, especially where extraordinary fear has been aroused for the safety of private property.

Under these circumstances there is a strong temptation for University authorities to take a paternalistic attitude toward their students and to intervene for the purpose of protecting student "radicals" against the consequences of their rashness. It is easy to say that students may properly enjoy an untrammelled freedom of speech and assemblage on the campus, but should avoid situations in which they are likely to be exposed to organized intimidation and officious violence on the part of over-zealous guardians of the public peace. Such an attitude, however, is not a congenial one for members of the American Association of University Professors. An organization which demands academic freedom for professors can not consistently oppose the full exercise of the constitutional rights of public speech and assemblage by students. It would be less troublesome, of course, if students would confine their "agitating" to occasions when there was no danger of collisions with the official defenders of law and order. But American liberties were won by persons who did not shrink from such collisions and they are not likely to be maintained by a shrinking generation. The important matter is to establish fairly the respective rights of student agitators and police when collisions do unhappily occur, and to stand by the students, when they have kept within the law, and to indulge in no false sentimentality when they have failed to do so.

A. N. HOLCOMBE

## NOTES AND ANNOUNCEMENTS

### ANNUAL MEETING

The Annual Meeting will be held at the Stevens Hotel, Chicago, on Friday, November 30, and Saturday, December 1. This will be a subsidized delegate meeting on the same general plan as that held at Chicago in 1931. The early date is selected in order to avoid the competing activities of late December.

The program will naturally be largely devoted to the consideration by the delegates of such matters as the report of the Committee on Organization and Policy, and other matters which chapters may present in advance or from the floor.

Besides the usual reports from officers and Committees, it is hoped that there will be a session devoted mainly to consideration of a report from the Committee on Junior Colleges and a presentation of certain topics from the National Survey of Secondary Education, recently completed. These topics will include those relating to higher education.

Further information in regard to the program will be published in the November *Bulletin* and communicated through chapter letters.

### NOMINATIONS FOR THE COUNCIL

*Term expiring December 31, 1937:*

John W. Bradshaw (Mathematics), Michigan

R. L. Dewey (Economics), Ohio State

A. R. Gifford (Philosophy), Vermont

W. B. Graves (Political Science), Temple

R. E. Himstead (Law), Syracuse

Florence P. Lewis (Mathematics), Goucher

K. H. Porter (Political Science), Iowa

C. S. Potts (Law), Southern Methodist

C. W. Waddell (Education), California (Los Angeles)

Margaret F. Washburn (Psychology), Vassar

*Term expiring December 31, 1936—to take the place of F. M. Fling, deceased:*

Dinsmore Alter (Astronomy), Kansas

### AMERICAN COUNCIL ON EDUCATION

The July *Educational Record* is mainly devoted to the proceedings of the 17th Annual Meeting of the Council, May 18-19, which was in certain respects one of the most important in its history. The program included, in addition to official reports, addresses by Senator Copeland of New York on "Crime and a Revised National Policy in Education;"



by W. W. Charters, Ohio State, on "Experiments in Character Education;" by F. W. Reeves, Chicago, on "The Social Development Program of the Tennessee Valley Authority;" by D. A. Prescott, Rutgers, on "Emotion and the Educative Process;" by Howard P. Jones on "Citizens' Councils for Constructive Economy;" and by F. E. Spaulding, Yale, on "The Educational Advisory Committee of the New York State Economic Council."

Dr. Mann, Director of the Council since 1922, was appointed Director Emeritus, and Dr. George F. Zook was elected Director for a term of five years. The Policy and Plans Committee includes C. R. Mann, J. H. MacCracken, and George F. Zook of Washington; E. L. Thorndike, W. F. Russell, and B. D. Wood of New York; C. H. Judd of Chicago; L. D. Coffman of Minneapolis; S. P. Capen of Buffalo; E. C. Elliott of Lafayette, Indiana; E. R. Smith of Boston; D. E. Weglein of Baltimore.

The Treasurer's Report shows receipts from dues \$22,670, from various foundations \$37,005.93; salary disbursements amount to \$30,134.80 for the Director, the Associate Director, and Assistants. The budget for 1934-35 allots \$40,000 to salaries in the total of \$59,500 for General Operation.

The Constitution has been amended to open institutional membership to a broader range of institutions and to extend the activities of the Council into "the entire field of education."

The retiring Director remarks in his report:

"The foregoing decisions seem to me to be most propitious for the further substantial development of the Council as the much needed national center of voluntary cooperation in education. They strengthen the foundation of the Council in a way that insures continuing, expanding confidence in its work. . . .

"From the beginning the office of the Council has been supported entirely by the dues of its members and by the returns from services rendered in administering grants for special investigations. This financial independence has made it unequivocally certain that the Council is owned and operated by the organizations and institutions that supported it. During the first fifteen years of its existence the members have provided for this support in an astonishingly persistent and loyal manner. The general hard times have made it necessary for some of the members to cease paying dues. Though expenditures for the maintenance of the office were cut and the dues reduced, it seemed an impossibility to maintain the Council without curtailing its work, in spite of the remarkable devotion of its members in paying their reduced dues as shown by the Treasurer's Report.

"Under these conditions the Council departed from its original policy to the extent of asking for foundation support for the overhead expenses of the office during this transitional period. As a result, two of the foundations have helped the Council financially to the extent of \$30,000 during the past two years. In addition, the Council voted at its Annual Meeting in May, 1933, to apply for a subsidy of \$50,000 a year for fifteen years for the general expenses and cooperative enterprises which the Council is engaged in or might desire to carry on. This request has been granted in part by the General Education Board with an appropriation of not to exceed \$300,000 for the next five years or more.

"This temporary solution of the problem of financial support obviously places the Council in the same position as are schools generally with regard to keeping the evolution of the educational purposes and processes independent of financial control. The confidence which the Council enjoys both with educational institutions and with foundations is obviously due to its educational integrity. Here, educational questions are discussed on their merits, unhampered by special interests or financial bias. Confidence in the Council will unquestionably continue to grow, and its service as a national center of voluntary cooperation in American education will increase from year to year but only so long as this educational integrity is scrupulously maintained."

#### *Citizens' Councils for Constructive Economy*

The address by Howard P. Jones on Citizens' Councils for Constructive Economy reads in part:

"In brief, a Citizens' Council, as originally conceived, was an effort to mobilize civic energy and intelligence around a table to focus on the problems of the emergency. Such councils were formed by selecting outstanding personalities in the various civic organizations and groups of the community. Their purpose, in a phrase, was 'constructive economy'—that is, maintenance of essential community services in the face of reduced expenditures which meant the elimination of waste in governmental organization through reorganization of structure and improvement in administrative methods. . . .

"The job that most of the Citizens' Councils have tackled is that of governmental reorganization in the interests of efficiency. There has been a disposition on the part of a few educators to shrug shoulders at the Citizens' Council because it did not at once fight the battle for education: that is, insist that school costs be not cut. A broader and more realistic view of the situation may be necessary. If a government does not have the money and can not borrow the money to maintain its expenditures at the existing level, something must be done. As we see it,

the most constructive thing that can be done in that situation is to eliminate the waste in government and have economy and progress at the same time. Unfortunately, this can not be done in a moment. It takes research and knowledge of the facts and organization and education, and citizens' action. Citizens' Councils have in most instances made a start in this direction.

"From the standpoint of the immediate purpose for which the program was organized—that is, the stemming of the tide of hysterical cut-and-slash economy—much has been achieved. The psychology of community after community has been altered from intense interest in budget cutting as such to sudden realization that the real problem is to keep the local governmental services operating satisfactorily. . . .

"If state and local governments had been organized and operated on an efficient basis in the past, which involves long range financial planning, what we commonly refer to as 'the crisis in education' never would have occurred. Furthermore, the financial crisis in education can be met best by reorganization of local government, freeing money now wasted to be used for education. It is this approach to the problems of the emergency that the Citizens' Councils generally are taking."

#### *Committee on Problems and Plans in Education*

The report of the Committee on Problems and Plans in Education reads in part:

"With the small sum that the committee has had for the exploratory work, it has turned out three partial studies of certain aspects of the field. These are ready for publication and probably will soon be published. One of these is the study of the legal or structural relations of the civil state to the educational institutions within the state. That is a document of some 250 pages and is illustrated with charts and graphs for all of the forty-eight states. The second one is a study of the function of the state in relation to higher education, which apparently covers new ground. The third is a study of the judicial determinations affecting the power to create and alter school districts in the United States."

#### *Committee on Standards*

The preliminary report of the Committee on Standards lists among questions now before the committee:

Shall the American Council adhere to regional lists for colleges of arts and science?

What should our attitude be toward the junior colleges which are increasing in such numbers?

Should teachers' colleges and engineering colleges be treated as professional schools or as colleges of arts and science?

What part may the Federal Government appropriately play in the determination of educational standards?

Has the faculty of the institution a share of responsibility for educational policy and a relation to the governing board?—this implying, on the one hand, due provision for freedom of teaching and investigation and security of tenure; and, on the other hand, protection of the interests of the institution as to needful elimination and resignation at short notice.

#### *Committee on Graduate Instruction*

The report of the Committee on Graduate Instruction, of which an account was published in the May *Bulletin*, includes the following recommendations:

That a study be made of the production and absorption of Ph.D. graduates.

That a study be made of the teaching done by candidates for the doctorate; its dangers and opportunities.

That a list should be prepared of examples and methods of existing cooperation in graduate instruction and research between different institutions, and between corresponding departments in different institutions, for the purpose of further stimulating and extending such cooperation.

#### ASSOCIATION OF AMERICAN COLLEGES

The May *Bulletin* devotes much of its 140 pages to a series of brief editorials and a large number of news items from particular institutions. A list of 13 college and university presidents appointed since January 1 is followed by a statement that 33 existing or impending vacancies have also been reported to the Association. Among notes on College Curricula mention may be made of Harvard's new course on National and State Planning, of Connecticut College's course on Problems of Marriage and Family Life, of a plan at Hiram under which there is concentration on one or two subjects for relatively brief periods.

#### *Conference on Ways and Means*

An extended account is given of a joint conference at Philadelphia, April 24, of representatives of colleges, trust institutions, life insurance companies, and the bar for the discussion of ways and means of assisting higher education.

Papers were presented as follows: "Why This Conference?" William Mather Lewis; "Higher Education Endowments: Their Past and Future from the Point of View of Fund-Raising Methods," George A. Brakeley; "Enduring Investments," Archie M. Palmer; "Making the

Alumni Organization Effective for Better Financial Support," Thomas A. Gonser; "Present Day Efforts to Supplement State Appropriations," Felix A. Grisette; "What the Individual Institution Can Do to Promote the Interest of Its Alumni and Friends in Providing for It Out of Their Estates," Charles J. Miel; "How Can the Cooperation of Trust Institutions, Life Insurance, and the Legal Profession Be Made Effective?" Homer P. Rainey; "What Trust Institutions Can Do," Gilbert T. Stephenson; "What Life Insurance Can Do," John A. Stevenson; "Annuities for Bequest Purposes," S. S. Huebner; "What the Bar Can Do," Robert T. McCracken. It was voted to organize an inter-group committee including five representatives each of colleges, of trust companies, of insurance companies, and of the bar, with a view to furthering gifts to colleges and to promoting endowments by means of life insurance, wills, and living trusts.

### *Church Colleges*

In a paper with the title "What To Do with the Church Colleges," President Bowers of Kansas Wesleyan University proposes:

"1. A joint Commission could be appointed by the several Protestant Boards of Education for the study and survey of the educational task of Protestantism with reference to present population, trends in population, and to the educational needs of various localities, thus determining the kind, number, and size of institutions needed to serve adequately the purposes for which Protestantism claims to be in the field of education.

"2. There are numerous instances in our program of college work as now being conducted in which greater efficiency could be attained by a definite division of educational responsibilities among the institutions that are already in the field. Some colleges could be made distinctly Colleges of Liberal Arts and should not be attempting to cover the entire field of higher education; certain others because of their traditions and environment could emphasize music and art, while others near great industrial or commercial centers should perhaps stress business or the physical sciences.

"3. There are undoubtedly situations in which immediate action could be taken toward the uniting of our efforts at strategic centers by rechartering the institutions already located there as interdenominational projects. There are instances at present of church colleges sufficiently removed from all other Protestant colleges that they could be rechartered as interdenominational projects without abandoning any existing properties, and without seriously interfering with the work of any other Protestant college. . . .



"Such a program of united action would command larger respect upon the part of the general public. This, I think, would be particularly true of our young people who have had little chance to become imbued with the theological and ecclesiastical bases of our divisions; and I believe we would have more of them enrolled in our church colleges than we have by the present program of what seems to them to be a useless emphasis of sectarian differences."

#### MAINTENANCE OF WORLD PEACE

Under date of May 15, a large group of college and university presidents addressed a communication to President Roosevelt including recommendations for the following legislation:

"1. An act empowering and requiring the President of the United States to declare a complete embargo upon trade between this country and any belligerent nation in the event of hostilities in any part of the world.

"2. An act forbidding the flotation in the United States of bonds of belligerent governments, and of all private lending by American nationals to belligerent countries or their citizens.

"3. An act empowering and requiring the President of the United States, in the event that the United States becomes involved in war, to take immediate control and operation of all business establishments in this country, industrial or otherwise, engaged in the manufacture, transportation, and/or sale of materials of every description used in the prosecution of war. . . .

"4. An act prohibiting the use of the armed forces of the United States either for the collection of debts owed to Americans by foreign nationals or their governments, or for the protection of American property owned abroad. . . .

"5. The immediate adherence of the United States to the World Court without reservations unacceptable to the Court; and thereafter the submission to the Court of any dispute with another nation which seems likely to result in war, and the acceptance of decisions handed down by the Court.

"6. The early submission to the League of Nations of conditions under which the United States would be willing to take full membership in the League, and the offer of complete cooperation with the League while action upon these conditions is pending.

"7. In the event of an overt act against our government or its nationals, or of any other threat of hostilities against us, an immediate request for full membership in the League of Nations without conditions unacceptable to the League. . . .

"8. An act prohibiting the manufacture, purchase or sale of firearms, and of ammunition of every description, within the United States, or in foreign trade between the United States and other countries, except by the federal government of the United States or under license and complete control by the federal government."

#### FEDERAL AID FOR EDUCATION

The Federal Government has undertaken for the immediate future two types of educational programs, one under the Public Works Administration, the other under the Federal Emergency Relief Administration, which have bearing upon college activities and which should be of interest to our members.

As a result of the P.W.A. program, the educational facilities of the nation will be increased by more than \$160,000,000 worth of school, college, university, and other educational buildings and additions. The structures being erected include dormitories, classroom buildings, science buildings, additions to existing school structures, swimming pools, gymnasiums, and auditoriums. The total amount allocated to colleges and universities for Federal and non-Federal projects is over \$22,000,000, and the projects range from a grant of \$14,000 for the construction of a stadium at the North Carolina State College of Agriculture and Engineering to a loan and grant of \$2,071,000 for erection of dormitories and an addition to the administration building at the University of Texas.

The F.E.R.A. has formulated a "five-point" program covering literary classes, vocational training, vocational rehabilitation, nursery schools, and general adult education. It is anticipated that this program will provide employment for 40,000 unemployed teachers and other persons capable of teaching, and will reach 2,000,000 people whose educational needs are not now covered by state education programs.

#### THE INTERNATIONAL UNIVERSITY CONFERENCE

A first International University Conference was held June 29 to July 2 at University College, Oxford, under the auspices of the British Association of University Teachers. As reported in the *Bulletin* of October, 1933, a preliminary conference of international character was held in May, 1933, at Exeter.

The American Association of University Professors was represented by a delegation including Esther Crane (Goucher), W. J. Rose (Dartmouth), F. L. Nussbaum (Wyoming), and H. W. Tyler (Washington Office), Chairman. The Conference was attended by 110 persons, representing all the British universities and 44 universities or university associations in other countries. The extent to which they could be considered representative was necessarily not always easy to determine,

in view of extremely diverse conditions in the various countries, and the fact that relatively few have national organizations of university teachers. Naturally the proportion of men and women from British and other English speaking institutions was relatively large, but the international character of the Conference was none the less evident.

It was a welcome privilege for the male members of the Conference to live in the hospitable quadrangles of University College attended by the college "scouts." Men and women ate together in the dining hall and hobnobbed in the courts and the Master's Garden.

The Conference opened with a formal dinner at which the delegates were guests of the British Association. President Frank Smith (Leeds) of that Association presided and his graceful introductory speech was followed by notable addresses by Sir Michael Sadler, Master of University College, Professor W. G. S. Adams, Warden of All Souls, and Mrs. Bisson (Birmingham), the next president of the Association of University Teachers.

The morning of Saturday, June 30, was devoted to an introductory roll-call of delegates and to a general session of the Council of the British Association. Its business was transacted with impressive smoothness. The election of a woman as president—the second instance—may be noted. At the afternoon session a "series of short accounts of the constitutions and activities of existing associations of university teachers in various countries" was given for "The Association of University Teachers" of England and Wales and Northern Ireland, by Professor R. D. Laurie (Aberystwyth), its Honorary Secretary; "The Association of University Teachers of Scotland," by Mr. Thomas Joynt, Secretary of the Association; "The American Association of University Professors," by Professor H. W. Tyler; the French "*Fédération des Associations de l'Enseignement Supérieur*," by Professor W. Oualid (Paris), President of the *Fédération*; and the French "*Syndicat des Membres de l'Enseignement Supérieur*," by Professor M. Zoretti (Caen); the German "*Reichsverband der deutschen Hochschulen*," by Professor H. Fischer (Würzburg), its President; the "Hungarian Association of University Teachers," by Professor A. Krisztics (Pécs). Professors Lüdecke (Basel) and Oltramare (Geneva), spoke briefly for Switzerland, and Principal Rollo described the Association of University Teachers in Mysore, India. Others were present from Allahabad, Basel, Beirut, China, Cracow, the Egyptian University, Graz, Jerusalem, Johannesburg, Lucknow, Melbourne, Otago (New Zealand), Rangoon, Riga, Saskatchewan, Toronto, Zagreb, etc. Representatives expected from Spain, Italy, and Sweden were not present. In the evening at an attractive reception by the Warden and Fellows of All Souls College, interesting addresses were made by the Warden and by Professor H. A. L. Fisher.

The morning of Sunday, July 1, was devoted to simultaneous sectional meetings for the discussion of four selected topics: Overcrowding in Universities, Vocational Instruction in Universities, Coordination of Machinery for the Interchange of University Teachers, and Universities and Adult Education.

Both Sunday and Monday afternoons were reserved for various excursions, including a tour of three of the colleges.

Monday, July 2, at the final session the representatives of the four sections presented their summary reports for general discussion and approval. The important question of future conferences and the possible formation of an international committee, with other usual formalities, occupied the remainder of the session. It was evident that the Conference was practically unanimous in its desire for continuance, with a preference for an annual period at first, and probably a longer interval later. On motion of the German delegate it was voted to be the desire of the Conference that a similar conference be held in France in 1935, and in Germany in 1936. A noble address by Professor Gilbert Murray, urging that university men should stand together against current tendencies to control by force and violence, was a worthy conclusion of the Conference.

The real value and significance of the Conference as usual remain somewhat intangible, though not, therefore, unreal or negligible. At a time in the world's history when so many powerful forces tend to emphasize nationalism, it is certainly fortunate that university teachers should be brought together irrespective of their several fields of interest for a few days of personal contact and exchange of ideas.

Professor R. C. McLean (Cardiff) to whose skilful management the success of the Conference was largely due was requested to continue as Secretary with the understanding that each country would be invited to designate a member of a Committee of Correspondence.

#### INTERNATIONAL COUNCIL OF SCIENTIFIC UNIONS

The International Council of Scientific Unions (formerly the International Research Council) held its first triennial meeting, since its new statutes were adopted, on July 8-13 at Brussels. The general assembly of delegates met at the *Palais des Académies*, Brussels, and elected Dr. N. E. Nörlund, director of the Geodetic Institute and rector of the University of Copenhagen, president for the period 1934-37.

At this meeting, for the first time, the International Unions of Astronomy, Geodesy and Geophysics, Chemistry, Scientific Radio, Physics, Geography, and the Biological Sciences attended as members of the council, and communicated accounts of their activities in their respective scientific fields of work during the past three years. . . .

The following motion, put forward by the Royal Academy of Sci-

ences, Amsterdam, was unanimously adopted by the General Assembly:

"The International Council of Scientific Unions, being aware of the fact that the present economic and political difficulties have brought humanity face to face with a number of the most complicated and dangerous problems and threaten to erect a system of barriers between various nations, expresses its deep faith that ultimately a way will be found leading toward a more harmonious economic structure, and wishes to stress the importance of maintaining by all means international cooperation in the domain of science under whatever circumstances may present themselves.

"As laid down in its statutes, the council recognizes the relations between pure and applied science. There is no doubt that both governments and industrial groups will in an ever increasing degree call upon scientists for elucidation of the manifold complexities and problems which human life and human relationship are presenting—problems, the most important of which perhaps are those of finding food, space in which to live, and employment for the various peoples spread over the earth. If at the present moment an international organization devoted to the solution of these problems is still beyond our vision, and organization constructed according to national systems must provisionally be strengthened for fear of losing hold of economic possibilities, it can be foreseen that the scientists of every country will be drawn more and more into these spheres of national organization. The council expresses its confidence that scientists, while giving their aid in meeting the needs of their own nations, will never lose sight of the international character of science as a whole, and will ever continue to keep in working order and to develop the connections necessary for international cooperation, even if severe shocks unhappily might come to threaten economic and political relations.

"In professing its faith in the possibility and the necessity of peace between the world's peoples, the council points out that the 'brotherhood of scientists' can be an important factor toward the establishment of a desire for mutual understanding and helpfulness in order to overcome the dangers involved in a too exclusive nationalism.

"The council, therefore, in emphasizing the significance of science, both pure and applied, as a common treasure for all humanity, which can only be realized through a free-spirited cooperation of the most diverse elements, is of opinion that scientists of the whole world have a task of working for this understanding, and urges all allied organizations to give constant attention to this task."

The General Assembly accepted unanimously an invitation from the Royal Society to meet in London in 1937.



## INTERNATIONAL INSTITUTE OF INTELLECTUAL COOPERATION

Bulletin 37 contains an account of the reorganization of the American National Commission, of which the Executive Committee consists of Professor J. T. Shotwell, President; Dean Virginia Gildersleeve, Vice-President; Dean W. M. Russell, Treasurer; Dr. W. G. Leland, member-at-large. Standing committees include those on the Problems and Plans of the American Council, and on Adult Education.

## THE BRITISH ASSOCIATION OF SCIENTIFIC WORKERS

The annual report of the Executive Committee of the Association of Scientific Workers refers to the formation of a National Parliamentary Science Committee, an outcome of negotiations with the British Science Guild, as the outstanding special work of the year. In consequence, the Parliamentary Committee of the British Science Guild and of the Association have been disbanded. The compilation of a "Handbook of Extra-University Research in Pure and Applied Science," giving data concerning commercial, endowed, and private research laboratories, has been completed and negotiations for publication are in progress. It is believed that the handbook will serve as an advertisement of British research activities and of the interest taken by British industrialists in maintaining the highest efficiency in factories. The book may become a standard work of reference alongside the "Universities Yearbook" and the "Year-Book of Scientific and Learned Societies."

The Association has been active in combating the evil of bogus degrees and has been in negotiation with the universities to secure their support of successive bills introduced in the House of Lords to deal with this evil. The Association collected a considerable amount of information regarding the granting of degrees by five different British "degree-mongers" but has so far been unable to induce the universities to withdraw their opposition at the third reading of the bills. The finances of the research associations have received attention and are being considered by a joint Committee of the Association and the British Science Guild. The production of "Science in Parliament" has continued and a memorandum has also been prepared on the relation of the unification of national transport, the construction of ship-canals across Britain, the reconstruction of derelict canals and land-drainage. The report concludes by directing attention to the resolution passed that members should seek to promote a better adjustment between scientific advances and social progress.

## SCIENTIFIC LABORATORIES AND THE N.R.A.

In connection with certain fears that a code for commercial testing laboratories proposed during the spring might include other research

laboratories, the N.R.A. has given assurance that the code for commercial laboratories has been withdrawn and will not be revived for consideration. Employees in laboratories, however, will come under the code of an industry which engages the services of a laboratory. In accordance with a well-established general policy, there is no intention in the N.R.A. of subjecting professional men to any code.

#### FRAUDULENT DEALERS IN SECOND-HAND BOOKS

The attention of the Washington office has been called to the case of a book export company in New York City which has received consignments from one or more members without making any return.

It is suggested that any members having such experience in the future should notify the office of the Association with a view to bringing the situation to the attention of the proper authorities, and that any member in doubt as to the standards and practices of a particular dealer should make inquiry here before making a shipment.

#### DATES OF MEETINGS

Association of American Medical Colleges, 45th Annual Meeting, Nashville, October 29-31.

Association of Land-Grant Colleges and Universities, Annual Meeting, Washington, D. C., November 19-21.

National Council of Teachers of English, 24th Annual Meeting, Washington, D. C., November 29-December 1.

Association of American Universities, Chicago, October 25-27.

National Academy of Sciences, Cleveland, November 19-21.

#### WASHINGTON OFFICE NOTES

A statistical study of material collected by the U. S. Office of Education as to the effects of the depression on current budgets of institutions is in preparation.

A meeting of the Executive Committee is to be held at Washington, October 20, the usual meeting of the Council awaiting the Annual Meeting in Chicago.

There has been a gratifying increase in the number of nominations for membership and a marked decline in the number of resignations.

Chapter Letter 6, dated October 5, invited the presentation of topics as well as the nomination of delegates to the Annual Meeting. The attention of readers of the *Bulletin* through their chapter officers or directly is invited.

#### CHANGES OF ADDRESS

To assure insertion in the complete list of membership to be published in the January, 1935, *Bulletin*, changes of address should be received in this office before November 15, 1934.

## EDUCATIONAL DISCUSSION

### THE MISSION OF THE UNIVERSITY<sup>1</sup>

... There is in the world about us today such a clamor of dissenting voices, such a fundamental confusion and conflict of ideas and ideals, that the task of universities is no simple one. The background against which their operations are set is not merely one of economic depression. Tragic as the effects of the depression have been and are, large as they loom in the center of the picture today, it is becoming more and more apparent that the fundamental struggle in which humanity is engaged is not merely one of overcoming material inadequacies and dislocations. It involves, far more importantly for the future, a series of conflicting and widely differing attempts to formulate a way of life for humanity itself. . . . As most of us read history a generation ago, it was with a deep belief, a rather blind belief, if you please, in the reality of progress. . . .

We thought that we found in history ample warrant for believing that the possibility of progress itself depended on an attitude that has regard for the individual. As a generation that knew a little about biology, we were impressed by the importance of variations in the evolution process, and we extended the analogy to human society.

Freedom, in other words, was not only a satisfaction to the individual. It was a condition of the advance of civilization. And, because we believed in these things, we believed in the importance of popular education, as an instrument both for developing the capacities of the individual and for maintaining the continuity of human progress.

You and I are today citizens of a world in which this whole philosophy has been thrust out of the mind of nation after nation. The movement toward democracy and toward human freedom. . . has not only been definitely checked, it has suffered catastrophic reverses. State after state has come to seek efficiency and security through subordination and regimentation of the individual to centralized and despotic authority. Education in such states has become frankly a means of indoctrination and propaganda. The individual life finds itself constrained by a ceaseless external discipline. The rights of minorities are suppressed. Freedom of discussion, the right to differ, the right to plan one's own life—these things cease to exist for millions upon millions of the earth's population.

This is not merely a question of what has happened to the liberalism of a generation ago. It is more significant even than that. We seem rather to be witnessing the ebbing of a tide of human thought that had been flowing more and more strongly since the Renaissance—a tide that was washing away, one by one, the obstacles that circumscribed the de-

<sup>1</sup> Inaugural Address of the Chancellor of New York University, June 13, 1934.

velopment of individual men and women. This attitude appeared in many forms. Intellectually, it meant the right to free inquiry into all things. Religiously, it appeared as the right to choose one's own faith. As a political theory, it meant what we mean by democracy, under whatever governmental form it appeared. Socially and economically, it expressed itself in wider provision for individual opportunities, in an ampler life for more and more people, and in the development of universal education.

That attitude, it is clear, is now on the defensive. . . .

The problem is far less simple than it appeared even twenty years ago. But at the heart of it lies the significant choice: Shall we set out arbitrarily to create a social order and then indoctrinate and drive individuals into subordination to it, or shall we center our efforts on the making of men and women who are themselves competent and disposed, as free agents, to do what should be done?

For myself, I confess, there seems but one possible answer. Civilization and human progress must depend in the long run not on dictatorship, not on social and economic prescriptions, not even on laws, but on the quality of men and women. . . .

Universities are the organized instruments of society for the advancement and the transmission of knowledge. Because of this, what they do or leave undone is of immense significance for the outcome of this conflict. This is clear enough to those who believe in regimentation. In such states, freedom of learning and teaching, like freedom of the press, ceases to exist. For those who believe in human freedom, on the contrary, there can be no more important task than that of safeguarding the freedom of institutions of learning. This is a primary condition of the advance of civilization in the modern world.

It is not the business of universities to be instruments of indoctrination and propaganda. It is not their mission, on the one hand, to evolve theoretical Utopias and then to condition people for participation in them. Nor is it, on the other hand, their mission to become apologists for the dogma that whatever is, is right. Their concern is rather to open and develop the minds of men and women; to give them understanding, knowledge of the truth, appreciation of the processes by which it is arrived at, so that, as open-minded, informed, free people, they may look at and take part in life as intelligent, reasonable human beings. In proportion as universities can really succeed in accomplishing these things over the years, the question of finding a free and workable way of life is one which will be solved in the only way in which it can possibly be solved in the long run; namely, through sufficiently wide-spread knowledge and competence to make its solution possible through the methods to which free peoples are accustomed.

Universities, in a word, can properly be neither apologists nor agencies of propaganda. Their concern is with knowledge, and with the illumination that it brings to men. So, and so only, do they, in the end, best serve a free society because they strive to develop freely inquiring and adequately informed human beings.

HARRY WOODBURN CHASE

*School and Society*, vol. xxxix, No. 1017

"TEETH IN THE SOCIAL SCIENCES"<sup>1</sup>

. . . Justice can not be done to this book by abstract, analysis, or quotation. It has been boiled down to concentrated nutriment. Like a testament, its pronouncements are short; they are numbered verse by verse.

It proclaims education as the highest form of statesmanship: a positive and creative attack on problems of society. Education's obligation is imperative. It must aim at efficient functioning of the emerging economy and work for changes in the attitude of the American people, especially the rising generation. It must completely and frankly recognize that the old order passes, a new arises. Knowledge and capacity are indispensable in the people if America is to survive. This knowledge and capacity is education's task. The ideals of democracy, cultural liberty, the moral equality and dignity of all men, the abolition of class distinctions, the extension of the opportunity for the fullest development of everyone's creative abilities, his spiritual qualities, his individuality, the protection of liberty, these education can secure. It is its obligation to prepare the rising generation for these essentials.

The condition of America demands an increased emphasis on social instruction in the schools and a more realistic approach. It must be continuous from kindergarten through college and extend to the adult population. The teaching staff must assume professional responsibility for it, resisting the pressure of selfish interests. The people must be moved to engage in profound movements of social reform and reconstruction. The school must provide political and moral leadership for community, nation, and mankind. Observation and discussion must be combined with actual participation in the government of the school and the civic activities of the community. The actual life of the school and of its district are among the greatest aids for this instruction. Many a college education has been filed away in a drawer of notebooks, gathering dust and forgotten.

The scholarship, courage, and vision of a school rise no higher than the teachers. They must combine to increase these necessities. Teachers

<sup>1</sup> Excerpt from an article on the report of the American Historical Association's Commission on the Social Studies.



should unite for fair compensation, security of tenure, and for protection from group pressure. It is ignorance that puts the public into the control of determined minorities. The commission places its trust in the improvement of the teacher rather than in perfection of technical administration.

Achievements already accomplished in government and economics indicate that the American people have the cooperative and moral powers to realize the vision of the founders of the nation. . . .

WILLIAM MCANDREW

*School and Society*, vol. xl, No. 1019

#### EXILES IN BRITISH SANCTUARY

In the conviction that the universities form a kingdom of their own, whose intellectual autonomy must be preserved, my distinguished colleagues formed the Academic Assistance Council one year ago and the Royal Society provided accommodation for the Council's offices. The occasion was the displacement of our fellow scientists and scholars from their university positions in Germany; but the problem with which the Council is faced is wider and deeper than that presented by the need for assisting these German teachers. Its ambition is to defend the principle of academic freedom and to help those scholars and scientists of any nationality who on grounds of religion, race, or political opinion are prevented from continuing their work in their own country.

The series of political revolutions in Europe since the great war has created a large body of wandering scholars; many, for instance, among the Russian and Italian *émigrés* have unfortunately through the absence of organized assistance by their university colleagues lost the means of continuing their scientific careers. But there are many whose talent and experience could still be effectively used, and their number has been tragically swollen during the past year by the expulsion from academic positions in Germany of persons possessing pacifist or internationalist convictions or lacking that strangest of qualifications for the life of scholarship, "Aryan" genealogies.

To incorporate the services of these wandering scholars in the other universities of the civilized world is more difficult today than in the Middle Ages when the "communities of learners" were less hampered by administrative formalities, restrictive endowments, and incipient nationalist tendencies. Medieval scholars could migrate to other districts and the *universitas* moved with them; the same catholicity of spirit has been fortified by the present crisis in both our ancient and our modern universities.

The universities of Great Britain have responded generously to the

Council's suggestion of inviting the displaced scholars to work as research guests; hospitality has thus been extended in this country to 178 of our university colleagues. . . .

The British university teachers have contributed liberally to the Academic Assistance Council, and the staff at the London School of Economics have taxed themselves voluntarily of a percentage of their salaries for three years.

In spite of this encouraging support from the universities, the Council's work has been seriously hampered by lack of funds. . . .

The Council is therefore not able to give assistance to many distinguished university teachers who are now faced with destitution and the abandonment of their scientific careers, and, what is more serious, it will not be able to renew its research grants for a second year to the scholars in England, and will then have to abandon them in a world where even the opportunities of temporary refuge are contracting. Only if it uses funds not otherwise available for the British universities can the Council avoid injuring the economic interests of the university teachers of this country, or weakening that great body of sympathy in the colleges which is the inspiration of its activity and the condition of its success.

Although prevented by lack of financial resources from doing as effective work as it could, the Council has been able to assist the continuation of research work of great importance. In the annual report of the Council, records of the work of the scholars and scientists in this country show they made several notable discoveries, even during the short period of their residence as guests. . . .

The Council, in cooperation with other committees and organizations, is conducting a world-wide survey to discover openings in which the services of our colleagues can be used again. The reorganization of the University of Istanbul, which has provided posts for more than 30, the formation of the "University in Exile" in New York, and the projects for the reorganization, expansion, or creation of university institutions in Russia, Persia, and Brazil show that group settlement is possible: but the bigger part of the permanent solution depends on the individual placement of persons in appropriate situations without injuring the professional or economic interests of other university teachers, research workers, or graduates. The Council is in active communication with correspondents and investigators in various parts of the British Empire, Russia, China, Japan, South America, and other countries, and has received many invitations which will lead to the permanent absorption of several scholars and scientists. It believes that as the academic distinction and scientific qualifications of the wandering scholars become known, the problem will solve itself. The great need is to maintain our colleagues for the next two years in research positions which will allow

them to preserve their scientific equipment while this process of diffusion and absorption takes place.

The Council is grappling with an intricate problem. In Germany 1202 university teachers have been displaced; so far only 389 are known to have found even temporary places elsewhere, and of these 178 have found academic refuge in this country. The Council is not merely a relief organization striving to save the scientists displaced by political revolutions, for, in the middle of one of the greatest crises in the history of the universities, it is determined to preserve a respect for the basic traditions of academic freedom, the security of learning, and the integrity of science.

The Council feels that it has made a successful start in its work, and is deeply encouraged by the magnificent response from the British universities. It is convinced that it will receive from a wider public than the academic the sympathy and financial support without which its achievements will be frustrated, but with which the international authority of science will be demonstrated, the British nation will have proved its loyalty to its proud heritage of toleration, and academic freedom will have been strengthened against the perils which beset it in so many parts of the world.

LORD RUTHERFORD OF NELSON  
*Science*, vol. lxxix, No. 2059

#### WHERE IS AMERICAN RADIO HEADING?

... What has happened in broadcasting since 1929? One of the last industries to feel the blighting effects of the depression, commercial success persisted for some time after the crash. But hard times in other fields, reflected in lowered advertising appropriations, knocked eventually at studio doors. In the last few years, in order to get revenue to operate stations, the ears of the American public have been literally flogged with selling talk for a variety of cathartic, cosmetic, and pharmaceutical products. This has led to vocal and tacit protest, the force of which, if organized, could easily be translated into remedial legislation at any session of Congress. This feeling has grown up in spite of spectacular achievements in program production. But broadcasting has few friends. There is continuous guerrilla warfare with the press. There has been a violent surge of criticism against certain types of so-called "children's programs." And so on. The broadcaster is belabored on one side by economic forces which no one could control; on another by an outraged public opinion against "disgusting" advertising; on still another by advertising agency statistics to prove that certain types of programs bring "results." And he is continually faced with the cold hard fact that the show must go on! He can't rest to take stock. The transmitter must operate every hour for which he is licensed. Aside

from economic and other problems, visualize for a moment the stupendous task faced by the broadcasters in providing programs acceptable to the American audience practically every hour in the day. It is no wonder the combined intelligence that has been assembled has not solved it. It is no wonder that broadcasting seems like a tired and bewildered man and that it has lost much of the sprightliness which characterized it five years ago. There is little if any appearance of leadership. The industry sold out to the advertising agency when it lost its control over programs. It has not won and very likely has lost the first skirmish in its controversy with the press in which, by the laws of human progress, it is right. Because it is tired and bewildered it lacks courage to tackle an issue; it would rather temporize; and the pressure to keep out of the red, particularly in times of economic difficulty, seems to have sidetracked the fundamental concept that broadcasting is a public service. . . .

Educators have in the radio an instrument the perfection of which was a significant event in social history. They have paid cursory attention to it, and a certain type of lip-service. In the last analysis it will go where the American public wants it to go. If the people continue to be satisfied with their radio fare, it won't be changed, either by broadcasters or government. If educators can succeed in producing and offering programs the people will want, they will be broadcast, either by broadcasters or by government. If the American people, in their comparative youth as a nation, have not risen to a level where they regard broadcasting as a cultural opportunity, the government of that people will not take control of radio for that purpose, either in modified form, as in Great Britain, or in complete form, as in Russia. It might seize it for purposes other than cultural, but you can't force intellectuality down democracy's throat unless it opens wide its mouth. So far its teeth have been tightly clinched.

So unless we have a political upheaval which will prompt seizure of radio by the government for its own purposes, and I don't believe that is imminent, I think we are faced with the two possibilities: First, a continuation of the present system; second, a system in which ample opportunity will be provided by law for the broadcasting of public services, such as education.

Broadcasting is now a business in America. I believe that business will remain a business, but I believe American broadcasting will change. How it should change will be the subject of constantly increasing discussion from now on. The foremost educators of the country ought to lead in that discussion, and their contribution to it should be constructive suggestion. It will be worth any effort.

LEVERING TYSON

*School and Society*, vol. xxxix, No. 1018

## THE ITALIAN UNIVERSITY SYSTEM

... Education in Italy was always, to a great extent, controlled by the State. With the Fascist *régime* this control is complete, and ensures the same standard of learning in all the schools of the same type throughout the country, as well as a definite and typical education to all the Italians. . . .

The elementary schools prepare children for the secondary ones, and must be attended for at least four years. The secondary schools are divided into two grades: the lower or *Ginnasio* (five years), and the higher or *Liceo* (three years). Much of the work which is done by undergraduates in English universities in Italy is done in the *Liceo*, where the following subjects are all compulsory: Italian, Latin, and Greek literature, ancient, medieval, and modern history, philosophy and political economy, mathematics, physics, chemistry, natural sciences, geography, and history of art. . . .

This secondary education aims at giving the young people a sound general culture, in which any form of specialization is carefully avoided, so as to prepare them successfully for whatever career they may wish to follow later and to take full advantage of university education.

Universities have pure scientific purposes, for the training of students for independent research. Hence all degrees are purely academic titles, which give no right to the practice of any profession.

Professor Gentile, in an article published in the *Corriere della Sera* (the first of November, 1927) under the title *La riforma universitaria*, summarized thus the leading ideas on which he had based his reform of university education:—

“(i) Freedom of study for the students.

“(ii) Didactic and administrative autonomy for the universities.

“(iii) Scientific character of the university teaching and organization.

“(iv) State examination.”

This freedom of study allows the students to make up their curriculum of university studies in accordance with their special aims; the didactic autonomy of the single universities transferred to them the control and coordination of the teaching, which were the prerogative of the central authorities; while the State examination ascertains that the candidates possess the required technical knowledge and skill for the practice of the intended profession. . . .

The Rectors of the universities and the Directors of the *Istituti Superiori* are chosen from the permanent professors, are appointed by the King for a period of three years, and are then re-eligible.

The official courses are given by the permanent (*di ruolo*) and temporary (*incaricati*) professors; they are all public, and may be attended



freely not only by matriculated students but also by anybody interested in them. . . .

All Chairs must normally be occupied by permanent professors. Should vacancies suddenly occur, temporary appointments may be made. They must, however, be renewed yearly until the vacancy is filled, either by inviting a permanent professor of another university or by national competition. To this not only the *Liberi Docenti* of the same subject but anybody who considers himself fitted may take part.

The committee which is to judge the merit of the candidates is appointed by the Minister of National Education, and is formed of five members from among the specialists in the subject or allied subjects. This committee selects possibly three names, putting them in order of merit, from which three the university is free to choose the professor. The other two may be (and normally are) appointed in other universities where the same Chair is vacant. They are first appointed for three years, after which a committee decides whether they should become permanent or not. In the latter case a further trial of two years may be allowed.

Professors can not be transferred from one university to another without their approval. They enjoy full liberty of teaching, but they must conform to the decisions of the Board of the Faculty to which they belong as regards the coordination of syllabuses.

The limit of age is seventy-five for university professors, seventy for the professors of the *Istituti Superiori*. . . .

The courses consist normally of three hours a week from the sixteenth of November to the fifteenth of June. No course is valid unless at least fifty lectures have been given, of which a record must be kept by the Secretary of the Faculty.<sup>1</sup> . . .

Foreign students and Italians residing abroad may be admitted in Italian universities to any year of the courses, according to the documents they submit to the Board of the Faculty.

Students in Italy do not live in colleges or hostels. Everyone is absolutely free to live where and how he likes, provided, of course, his conduct gives no cause for complaint. . . .

Examinations, with very few exceptions, are only oral, and must be taken by groups. Students, however, are free to take them in any of the two sessions of examinations (June and October), either at the end of the single courses or in any of the subsequent years. In case of failure they are allowed to try again any number of times, without being obliged to follow new courses or to change syllabuses.

Students may interrupt their studies any time they like without for-

<sup>1</sup> After every lecture professors must sign a special register, where the subject of the lecture must be briefly stated.

feiting their right to the degree, and may pass from one university to another, but only one change is allowed during the same year.

B. CELLINI

*Universities Review*, vol. vi, No. 2

#### NEW PRINCIPLES OF ACCREDITING

The Commission on Institutions of Higher Education of the North Central Association presents a statement of policy, dated April 19, defining principles to be followed in accrediting institutions of higher education. This statement is supplemented by a manual containing fuller information.

The purposes of the Association in accrediting higher institutions are defined as follows:

##### *Purposes of Accrediting*

The purposes of the Association in accrediting higher institutions are as follows:

1. To describe the characteristics of institutions worthy of public recognition as institutions of higher education.
2. To guide prospective students in the choice of an institution of higher education that will meet their needs.
3. To serve individual institutions as a guide in inter-institutional relationships, such as the transfer of students, the conduct of inter-collegiate student activities, the placement of college graduates, and the selection of college faculties.
4. To assist secondary schools in the selection of teachers and in advising students as to a choice of institutions, and to promote in any other ways the coordination of secondary and higher education.
5. To stimulate through its accrediting practices the improvement of higher education in the territory of the North Central Association.

##### *Bases of Accrediting*

An institution will be judged for accreditation upon the basis of the total pattern it presents as an institution of higher education. While institutions will be judged in terms of each of the characteristics noted in this statement of policy, it is recognized that wide variations will appear in the degree of excellence attained. It is accepted as a principle of procedure that superiority in some characteristic may be regarded as compensating, to some extent, for deficiencies in other respects. The facilities and activities of an institution will be judged in terms of the purposes it seeks to serve.

##### *Eligible Institutions*

To be considered by the Association an institution must be legally authorized to confer collegiate degrees, or to offer a definitely described

portion of a curriculum leading to such a degree, or to offer specialized curriculums leading to an academic certificate. An approved institution is not barred from offering curriculums terminating at the end of one, two, or three years if they are taught at the level of collegiate instruction. The curriculum should presuppose the completion of a secondary-school curriculum as a condition for entrance to the institution, or secondary courses should be so integrated with the curriculum of the institution itself as to guarantee the educational progress of students to a definite stage of advancement beyond the completion of the usual secondary-school offering.

### *Individuality of Institutions*

In its accrediting procedures the Association intends, within the general patterns of higher education, to observe such principles as will preserve whatever desirable individual qualities member institutions may have. While it is necessary to emphasize certain characteristics that are recognized as basic, such as the competence of the faculty, the representative character of the curriculum, effective administration, standards of student accomplishment, and financial adequacy, it is regarded as of prime importance also to protect such institutional variations as appear to be educationally sound. Even in these basic matters it is clear that considerable divergence from average or optimum conditions may occur without perceptibly detracting from the essential educational worth of an institution.

### *Institutional Purposes and Clientele*

Recognition will be given to the fact that the purposes of higher education are varied and that a particular institution may devote itself to a limited group of objectives and ignore others, except that no institution will be accredited that does not offer minimal facilities for general education, or require the completion of an adequate program of general education at the collegiate level for admission.

Every institution that applies for accreditation will offer a definition of its purposes that will include the following items:

1. A statement of its objectives, if any, in general education.
2. A statement of the occupational objectives, if any, for which it offers training.
3. A statement of its objectives in individual development of students, including health and physical competence.

This statement of purposes must be accompanied by a statement of the institution's clientele showing the geographical area, the governmental unit, or the religious groups from which it draws students and from which financial support is derived.

### *Faculty*

An institution should have a competent faculty, organized for effective service, and working under satisfactory conditions.

In determining the competence of the faculty, consideration will be given to the amount and kind of education that the individual members have received, to their experience in educational work, and to their scholarship as evidenced by scholarly publications and contact with learned societies. Attention will be given to the faculty requirements implied by the purposes of the institution. The educational qualifications of faculties in colleges of similar type will be considered in judging the competence of a faculty.

Under faculty organization consideration will be given to the number of the faculty in ratio to the number of students, to representation of the teaching fields, to the training of instructors in their fields of instruction, to group organization of the faculty, to faculty meetings, and to faculty committees.

Under satisfactory working conditions consideration will be given to the following: salary status; tenure; instructional load; recruiting, selection, and appointment; aids to faculty growth; and provisions for leaves of absence, retirement, insurance, housing, and recreation and community life.

### *Curriculum*

The curriculum of an institution should contain the subject-matter offerings implied by its statement of objectives. In general these offerings include provisions for general education, advanced courses when the purposes of an institution require such offerings, and special courses appropriate to the specific objectives which the institution claims as among its functions.

An institution should provide appropriate facilities for general education unless, as may be the case in a particular institution, its program presupposes the completion of an adequate program of general education at the collegiate level prior to entrance. . . .

The institution should be able to show clearly that the curriculum as described in published statements is effectively administered in the case of individual students and that there is reasonable adherence to stated requirements in the awarding of degrees and certificates of progress.

### *Instruction*

Consideration will be given to the emphasis placed by the institution upon teaching competence in the selection and promotion of teachers, to the manner in which young instructors are inducted into teaching activities, to the aids that are provided as stimuli to the growth of indi-

vidual members of the staff, to the institution's concern for high scholarship in students, to its emphasis upon the adjustment of the curriculum and teaching procedures to the abilities and interests of students, to efforts to make such examinations as are given more reliable and more accurate measures of student accomplishment, and to the alertness of the faculty to the instructional needs of students. Familiarity of the administration and faculty with current discussions of instructional problems at the college level and with recent experimental studies of college problems are further evidences of institutional alertness to the need for good college teaching. . . .

#### *Induction of Students*

. . . In evaluating the practices of an institution in the induction of students, attention will be given to the provision for preregistration guidance in cooperation with secondary schools, to the criteria used in the selection of students, to the administration of the stated entrance requirements, and to the arrangements for introducing new students to the life and work of the institution.

#### *Student Personnel Service*

The student personnel service of an institution should assist students to analyze and understand their problems and to adjust themselves to the life and work of the institution.

Consideration will be given to the means employed by an institution to assist students in the selection of courses and curriculums, in solving immediate academic problems, in furthering their scholastic development, and in making suitable vocational choices and preparation. Attention will also be given to the practices of an institution in counseling students about their health, their financial affairs, and their intimate personal affairs.

#### *Administration*

The administrative organization should be suitable for accomplishing the objectives of the institution. Adequate provision should be made for the performance of all administrative functions by a personnel competent in their respective lines of activity.

In evaluating the administration of an institution, the emphasis will be placed upon the manner in which the functions are performed rather than upon the organization or the personnel, although the suitability of the organization and the competence of the personnel can not be ignored. Attention will be given to such matters as the constitution and activities of the board of control; the general system of administrative control; the administration of academic matters, such as curriculum, faculty per-



sonnel, and instruction; the business administration, including financial accounting, budgeting, purchasing, the collection of revenues, and the supervision of the finances of student activities; the administration of the physical plant; the management of invested funds, if any; the administration of the student personnel service; the administration of special educational activities, if any, such as summer session or extension services; and the system of records and reports. . . .

#### *Institution's Study of Its Problems*

An institution should continuously study its policies and procedures with a view to their improvement and should provide evidence that such useful studies are regularly made.

Consideration will be given to the means used by the institution in the investigation of its own problems, to the nature of the problems selected for study, to the staff making studies, to the methods employed, to the attitude of the administration toward and the support given to such studies, and to the manner in which the results are made available to the faculty, the administrative staff, and the interested clientele. . . .

#### *Continuing Revision of Policy and Procedures*

In pursuit of this policy, there will be collected periodically from member institutions such information as will contribute to the procedures of accrediting and will reveal the changing character of these institutions. It shall be the duty of the Secretary, with the counsel of the Board of Review, to conduct annually one or more detailed studies upon selected phases of the accrediting program. The study of any given year will include only a limited number of institutional characteristics, but they should be so chosen as to make it possible from time to time to determine improved procedures and criteria for the use of inspectors and the Board of Review. The results of such studies will be regularly reported to the Commission on Institutions of Higher Education.

Other sections deal with library, finance, physical plant, intercollegiate athletics, and published list of accredited institutions.

#### ASSOCIATION OF UNIVERSITY TEACHERS, PRESIDENTIAL ADDRESS<sup>1</sup>

The presidential address offers an opportunity to the temporary occupant of the office to commend the aims and work of the Association of University Teachers to its members and to the public, and also to discuss problems of higher education which may seem to him important and relevant to the manifold interests of university work. . . .

Those who have known the work of the Association since its founda-

<sup>1</sup>Delivered at the Council Meeting on December 14, 1933.

tion, and who remember the deplorable conditions of our profession at that time, know best what has been achieved, and what a debt we owe to the Association and to those who have guided its policy. But it is permissible to remind our younger members that they enjoy conditions and emoluments which are incomparably better than those of less than twenty years ago because the Association fought well and fought wisely on their behalf.

Yet the chief concern of the Association has not been centered on the struggle for improved material conditions; from the beginning it has labored to collect information on university problems from a wide field, to discuss or commend an agreed policy in the solution of such problems, and to influence public opinion by the publication of its views. . . .

It is clear that university teachers everywhere are being called upon to defend the university idea and ideal from attacks which are full of danger. Freedom to teach, freedom to learn, freedom to investigate—these are the primary requirements of intellectual life, and the history of our universities clearly shows that their denial brings stagnation and death. In calling your attention to the importance of university freedom I hope I shall not be thought guilty of national hypocrisy. I am too well acquainted with the decadence of the English universities in the eighteenth century, and sufficiently well acquainted with the international cooperation between universities in medieval times, to want to claim any superiority over our neighbors. Moreover, the attack on freedom may arise in such unexpected ways and from such unexpected quarters that no careful man would venture to prophesy where it may next be found. . . .

In certain other countries the issues at stake are on a national scale and concern fundamental principles. We see attempts to use the university as a tool of government, to bolster up a party, a political theory, a narrowly national aim. In a symposium published last year under the title of "The University in a Changing World" there are some strange revelations of the recent movements and of the opinions that are increasingly dominant in shaping university aims and policy. In Russia most of the universities have been largely converted into technical colleges, and the technical training is shaped to the needs of industrial production. . . .

The apologist for Italy in this same volume is much more subtle. In a panegyric on liberty "in the free and glorious universities" of that country the author complains that liberty was lost in the law of 1859, which fixed uniform programs, rules, and regulations in the universities, leaving to the teacher the liberty only of diffusing "anti-national and subversive theories." But Fascism has changed all that. "The basis of the university reform of 1927," we are told, "was above all the restoration of absolute liberty." Each university was given complete

autonomy in teaching and the power to draw up its own statutes, and so "in great part returned to its glorious tradition of freedom."

The significant part of this claim must lie in the words "in great part," for we are told that in the election of professors "nominations are now made by a commission composed of five members chosen by the Minister, from amongst fifteen candidates proposed by the faculties concerned. The faculty . . . has then the right to make its final choice from the three picked by the commission, so that here also a maximum of liberty is guaranteed." The State also nominates the rectors and the presidents of faculties, and it imposes an oath of allegiance on professors, yet this Fascist writer claims that to regard this oath as a virtual suppression of liberty is a mistaken view; any concept of liberty, in his opinion, must include the absorption of the individual in the national life. Not that Fascist teaching is compulsory. We are told that it is possible to find actual opposition of ideas among teachers in the same university, as though that were a proof of Fascist tolerance, and it is added that "it is generally the students themselves who pass judgment on these differences by deserting, as is their right, the classes of non-Fascist professors." We are not told how many non-Fascist professors there are: what we are told is that the National Association of University Professors is "dependent on and has its headquarters in the National Fascist Party." . . .

But it is the more recent events in Germany that have evoked the greatest condemnation, for race and political partisanship have been exalted above the ideal of universal learning by methods that have evoked world-wide horror. To those acquainted with the history of German education, and with the intellectual revival that sprang from the work of Kant at Königsberg, of Fichte at Jena, and of von Humboldt at Berlin, the recent happenings bring augmented disappointment and regret. It was von Humboldt at Berlin who rescued the principle of university independence at a time when it had been degraded. . . . If the ideal was never completely achieved, and if after 1870 it was slowly undermined, it exerted a powerful influence both in Europe and in America. For Germany could boast a great tradition, and the doctrines of *Lehrfreiheit* and *Lernfreiheit* were proudly supported there in times of crisis. . . .

Our duty is to uphold the ideal of university freedom by showing that the intellectual life is stifled and warped by the imposition of irrelevant standards. We claim no superiority over our neighbors: the rise and fall of university vigor and efficiency is the story that comes from every country, and our debt to other countries is not less than theirs to us. The English universities in former days knew the misery of ejections, the suppression of free speech, the silencing of university printing presses, the manipulation of appointments by external interests, and the tyran-

nies by which Crown or Parliament or Church attempted to make them subservient to the policy of the day. Where the university acquiesced it betrayed its supreme function and reaped the penalty; where it refused to bow to unwarrantable interference the results were visible alike in intellectual vigor and moral strength. . . .

We have, as an Association, already declared our allegiance to the ideal of freedom, and our desire to cooperate in the work of helping our colleagues who are the victims of the violence of the times. We must stand firm by the great cultural tradition of the universities of Europe which interconnects men of all creeds and all races, and links them together in the desire and the determination that truth shall prevail. The intellectual inheritance of mankind is partly in our keeping, and upon every one of us lies the responsibility of its continuance and its development.

FRANK SMITH

*Universities Review*, vol. vi, No. 2

NATIONAL ACADEMY OF SCIENCES, ADDRESS OF THE PRESIDENT

. . . Amongst the many good things already brought by the recent winds of adversity which should be of special interest to us, because of the dependence of research, in the long run, upon the standards prevailing in the colleges and universities, are, in my opinion, the following:

(1) The wider recognition of the principle that, as the laws of our nation and of the several states do not require even one young man, or any young man, to go to college, every college student should assume the duty and responsibility of deciding for himself whether or not he is going to study seriously the subjects of his choice, without any prodding or coddling by his institution, and abide by the consequences. We hear it said on the college campuses that the development of character in the students is a more important objective than the development of scholarly ambition. I am not disposed to quarrel with that thesis; in fact, I accept it; but I have yet to be convinced that a strong and worth while type of character will in any degree whatsoever result from putting unambitious students through college by either the prodding or the coddling process. Personal responsibility, assumed and discharged, is the greatest of all teachers and the best developer of character. The chill economic winds of the past four years have, indirectly, in my opinion, already raised the level of scholarship in our colleges, with additions to, rather than subtractions from, the personal-character yield.

(2) A realization by our college and university students that in the filling of a position offering fine opportunities for the higher teaching, or for research, we have now for the first time reached the condition of very

real competition of many applicants for the position, and that in strong measure this condition is likely to remain with us indefinitely. Competition makes for greater effort and better results, and its persuasive effects upon young men in universities now preparing for high places are said to be apparent.

(3) A growing realization by our thoughtful citizens and overburdened taxpayers that there is pressing need for greater utilization of scientific advice and scientific planning in the governmental affairs of the nation, the states, the counties, and the municipalities, as evidenced by the calling upon many professors and investigators in the several sciences in various parts of the nation for guidance and assistance. . . .

W. W. CAMPBELL

*Science*, vol. lxxix, No. 2053



## REVIEWS

### SCHOOL TEXTBOOK REVISION AND INTERNATIONAL UNDERSTANDING

*School Textbook Revision and International Understanding*, compiled and published by the International Institute of Intellectual Cooperation. Paris: Palais Royal, 1933, 2d ed.; 192 pp.; price \$2.00, cloth.

This volume contains the report submitted by the International Institute of Intellectual Cooperation to the International Committee on Intellectual Cooperation in July, 1931, revised, enlarged, and brought up to date so as to include the final text of the resolutions on the revision of school textbooks adopted by the International Committee on Intellectual Cooperation in July, 1932. The report was prepared in response to a request of the Assembly of the League of Nations in 1930 for a preliminary documentary report which would serve as the basis of work for a later committee of experts to make recommendations in regard to the revision of school textbooks with a view to the correction of passages harmful to the mutual understanding of peoples and to a spirit of international amity. The final resolutions of July, 1932, were adopted upon the basis of proposals formulated by such a committee of experts, which met in February, 1932.

The report contains documentary information in respect of what has been done by governments, national and international organizations, groups of historians, educationalists, and persons interested in the organization of peace, in order to eliminate from school textbooks passages likely to compromise international understanding. The regulations of a number of countries regarding the selection of school textbooks, as well as bibliographic references concerning school books in use, are included in the collected material.

The final resolutions continue and widen the procedure proposed by M. Casares of Spain, and adopted by the League of Nations in 1925. According to this procedure the National Committees on Intellectual Cooperation in the several countries initiate requests for the correction of errors of fact, the rectification of opinions revealing a spirit of animosity toward foreign nations, or of comments which intentionally place a foreign nation in an unfavorable light. Such requests are made directly to the National Committee of the country in which the work in question is in use. According to the final text of the resolutions adopted in 1932, the National Committees' field of survey includes not only history textbooks, but textbooks on the history of civilization, on geography, on civics and morals, ethnographic maps, and anthologies and readers used both in public and in private education. There are several subsidiary points, intended to make this procedure effective, covered in the final resolutions.

Like many other publications emanating from the League of Nations, this volume is not easy to use, except perhaps by one familiar with the intricate internal procedure of the League of Nations. Before the uninitiated reader can fully understand the contents of the volume, he must follow the complicated ramifications of the subject through commissions, committees, sub-committees, experts, and other bodies which seem inextricably involved. The volume in its present form is therefore not suitable for busy people, no matter how much in sympathy they may be with its purpose. A simpler text should be provided for those who are not especially interested in the narration of all the details by which the results have been reached.

GEORGE A. FINCH

#### EDUCATION FOR HUMANITY

*Education for Humanity*, The Story of Otterbein College, by Willard W. Bartlett, Ph.D. Westerville, Ohio: Otterbein College, 1934, \$1.65.

To understand the intricacy of the problems of education in a widespread democracy like the United States one must do more than study the history of leading schools or colleges of the East. To feel the strength and earnestness of the demand among our various states for higher education, and its close dependence upon the religious ideals of the people, one can not do better than read the story of a sectarian college such as Otterbein in Ohio. The small beginnings, the local rivalries, the obvious mistakes, the religious fervor, the financial sacrifices, the unwavering loyalties, the steadily broadening vision of an education for humanity—all these are shown in a vivid story of one small but important college developed in the last century. Here we find the honor system among students being tried in the early sixties. By the early eighties the Alumni received representation on the Board of Trustees; and within the last decade the Trustees have invited the Student Council to name advisory members for each of the standing committees, so that the undergraduates might voice their opinions before the Board—an opportunity probably unique in college history. If the reader begins with a prejudice against the restrictions of sectarian control of an educational institution he will end with a sense of the great value of the idealism that controlled all the officers and students, because of their religious zeal. The result is an enduring contribution to our democratic education.

JOSEPH ALLEN

#### CHANGES IN DISTRIBUTION OF SUBJECTS

*U. S. Office of Education, National Survey of Secondary Education*, Monograph 19, *The Program of Studies*, by A. K. Loomis, E. S. Lide, and B. Lamar Johnson; 340 pp., \$0.15.

This monograph contains in Chapter 24, "Work Taken by College Graduates," the report of a study of the high school and college records of graduates of seven colleges or universities, the purpose of the study being to report the distribution of work taken by them in high school and college. The higher institutions are Vassar, Princeton, Chicago, Denver, George Washington, Wyoming, and Stanford.

For seven groups of academic subjects and one miscellaneous, the study aims to show how the percentage distribution of high school and of college work has changed in recent years, the amount of variation among the seven colleges for the graduates of 1930, with a comparison of the distribution among the groups in high school with a distribution in college. As would be expected, there is a decline in the traditional subjects Latin, Greek, and mathematics, the college graduates in 1930 taking a much smaller percentage of work in these subjects and in English in college than in high school, and a decidedly larger percentage of work in science and the group including education, psychology, and philosophy.

#### COMMISSION ON SOCIAL STUDIES

*Conclusions and Recommendations, Report of the Commission on the Social Studies*; New York: Charles Scribner's Sons, 1934; 168 pp., \$1.25.

The final report of the Commission on Social Studies, sponsored by the American Historical Association, has been reviewed in a number of journals, but there appears to be little concordance of opinion as to its value. This is illustrated by four articles on the report in *School and Society*.

The first of these articles appeared in the May 26 issue. Although the review seems to be in sympathy with the Commission's findings, the quotations given would seem to make it impossible to determine whether they merely represent well established truisms or point the way to a constructive program.

Frank W. Ballou, one of the four dissenting members of the Commission, is the author of the statement which was published in the June 2 issue. This finds little good in the final report, and especially deplors the fact that the Commission missed an opportunity to suggest a real improvement of teaching in the social sciences.

The Educational Discussion section of the present *Bulletin* contains an excerpt from the third article. The author of "Teeth in the Social Sciences," which appeared in the July 7 issue, finds the book a "veritable schoolman's Bible," and hails it as an "eloquent confirmation of the principles that have been shouted at us from patriotic platforms that have been sung and saluted all our lives."

Franklin Bobbitt's article in the August 18 issue, "Questionable Recommendations of the Commission on the Social Studies" tries "to decipher the meanings of those who seem either not to have been expert or not to have played fair with us," and concludes that the report "is an ominous symptom of unpreparedness on the part of the custodians of the social sciences to lead the thought required for guiding aright the onward program of the nation."

The report will undoubtedly be one of the most widely discussed of the year's educational surveys.

#### PUBLICATIONS RECEIVED

*Education in the United States*, Edgar W. Knight; Boston: Ginn and Company, 1934, 2d ed.; 613 pp., \$2.60.

*A Social Basis of Education*, Harold S. Tuttle; New York: Thomas Y. Crowell Company, 1934; 600 pp., \$3.00.

*The Relations between Scholastic Achievement in a School of Social Work and Six Factors in Students' Background*, Thornton W. Merriam; New York: Bureau of Publications, Teachers College, Columbia University, 1934; 136 pp., \$1.50, cloth.

U. S. Office of Education, *National Survey of Secondary Education*, Bulletin, 1932, Number 17: Monograph 1, *Summary*, Leonard V. Koos; 232 pp., \$0.25. Monograph 9, *Legal and Regulatory Provisions Affecting Secondary Education*, Ward W. Keesecker and Franklin C. Sewell; 114 pp., \$0.10 [Chapter VI deals with regional accrediting associations and their functions]. Monograph 26, *Nonathletic Extracurriculum Activities*, William C. Reavis and George E. Van Dyke; 174 pp., \$0.15. Monograph 7, *Secondary Education for Negroes*, Ambrose Caliver; 121 pp., \$0.10.

*Aspects of Land Grant College Education, with Special Reference to the University of Minnesota*, Palmer O. Johnson; Minneapolis: The University of Minnesota Press, 1934; 271 pp., \$2.50.

*Control of Tax-Supported Higher Education in the United States*, David Spence Hill; New York: Carnegie Foundation for the Advancement of Teaching, 1934; 374 pp.

*The State University: Its Work and Problems*, L. D. Coffman; Minneapolis: University of Minnesota Press; 277 pp., \$2.50.

*Certain Trends in Curriculum Practices and Policies in State Normal Schools and Teachers Colleges*, George P. Deyal; New York: Bureau of Publications, Teachers College, Columbia University; 104 pp., \$1.50.

*The Method of Sociology*, Florian Znaniecki; New York: Farrar and Rinehart, Inc., 1934; 338 pp.

*The Development of Faculty Personnel Accounting Forms for an Institution of Higher Learning and the Calculation and Use of a Composite Index*

of *Many Traits*, Jesse L. Ward; Ann Arbor: Edwards Brothers, Inc., 1934; 141 pp.:

"The purpose of this study is twofold: to evaluate the criteria found in a survey of the faculty personnel forms of one hundred institutions of higher learning in terms of validity for personnel procedures in selection and promotion, and to set up essential criteria on the bases of the conclusion of this critical analysis."

*The Future of Radio and Educational Broadcasting*, Levering Tyson and Judith Waller; Chicago: University of Chicago Press, 1934; 32 pp., \$0.25.

*Broadcasting Abroad*, compiled by the *Union Internationale de Radio-Diffusion*, Geneva, Switzerland, A. R. Barrows, Secretary General; Chicago: University of Chicago Press, 1932 and 1934; 104 pp., \$0.50.

*Motion Pictures in Education in the United States*, Cline M. Koon; Chicago: University of Chicago Press, 1934; 106 pp., \$1.00.

*The World Court, 1921-1934*, Manley O. Hudson; Boston: World Peace Foundation, 1934; 289 pp., \$2.50.

*What Economic Nationalism Means to the South*, Peter Molyneaux; Boston and New York: World Peace Foundation and Foreign Policy Association, 1934; 28 pp., \$0.50.

*America's Recovery Program*, A. A. Berle, Jr., John Dickinson, A. Heath Onthank, Leo Pasvolsky, Alexander Sachs, Herbert J. Tily, Willard L. Thorp, Rexford G. Tugwell, Leo Wolman; New York: Oxford University Press, 1934; 253 pp., \$2.00.

*Man and the Nature of His Biological World*, Frank Covert Jean, Ezra Clarence Harrak, and Fred Louis Herman; Boston: Ginn and Company, 1934; 568 pp., \$2.40.

*Man and the Nature of His Physical Universe*, Frank Covert Jean, Ezra Clarence Harrak, and Fred Louis Herman; Boston: Ginn and Company, 1934; 500 pp., \$2.20.

*Principles of Jesuit Education in Practice*, Francis P. Donnelly; New York: P. J. Kennedy & Sons; 201 pp., \$2.00.

*Building Personality*, A. Gordon Melvin; New York: The John Day Company, 1934; 298 pp., \$3.00.



## NOTES FROM PERIODICALS

### *School and Society*

The leading article in the issue of May 5 is a documented criticism of the new German educational system by Professor I. L. Kandel.

Dr. Cattell publishes an important letter on the future of *School and Society*, announcing the addition of Dr. Alfred L. Hall-Quest to the editorial staff, and the anticipated formation of a board of trustees representing leading educational associations "which would own the journal and arrange for its policies and editorship after the present editor relinquishes control. Such a plan has been approved by those whose judgment in educational administration is most highly esteemed and will have their cooperation. It is hoped that there will be thus assured the permanence and continuous improvement of a national weekly journal of education."

Under the title, "The Future of Phi Beta Kappa," George A. Coe makes the following observation:

"The Phi Beta Kappa Foundation could make no greater contribution to culture just now than by admitting that its past glorification of the scholar has contained within itself an unmentioned sanction for social relations, even economic relations, that now are proved to be unsound. The 'scholarship graced and guided by breadth of culture' of which the foundation speaks will be either good or bad, according to the degree of its economic realism and the direction of its economic ideals. The cultural life, as it was conceived by Plato and practiced by his academy, was realistic enough to understand that it was dependent upon slave labor. Is any trace of a corresponding parasitism to cling in the future to the *Societas Philosophica* (see the reverse of the Phi Beta Kappa key)? Let the foundation say openly what sort of economic base the scholar of the future should claim for himself.

"Apparently the foundation still believes that scholarship and culture are things *per se*, always the same and understandable from within themselves. But such belief is illusory. Actual scholarship and actual culture always are *ad hoc*—they are phases, that is, of more inclusive social purposes and undertakings. Not only is science or learning necessarily a cooperative activity of many minds; this activity concerns not all possible objects of knowledge equally, but selected objects, and aspects of these objects, that are regarded as important. The motives for this selection often are obscure, being the interests that happen to be taken for granted; but the whole of learning is affected thereby. Thus it comes to pass that scholars who do not subject these motives to critical judgment permit their scholarship to become automatically an adjunct

of the social *status quo*, whatever it is. Thus it comes about, also, that every institution of learning is, and has to be, a social-pressure institution."

The May 26 issue contains an account of the annual meeting of the American Council on Education by Dr. Raymond Walters, a summary of the Final Report of the Commission on the Social Studies in the Schools, sponsored by the American Historical Association, and an article on "The Dollar and Real Incomes of Teachers, 1889-90 to 1933-34," by F. K. Shuttleworth of Yale University.

The issue of June 2 has a letter from F. W. Ballou explaining reasons for dissent from the report just mentioned; a discussion by W. A. Shimer of the challenge by G. A. Coe on the fundamental philosophy of Phi Beta Kappa:

"... It would be uncritical for Phi Beta Kappa to abandon its exclusive interest in the quality and method of mind which makes a student scholarly. The content of his scholarship is not the society's concern. . . . It would be contrary to the deeper and more permanent interests of Society to tie scholarship to any particular social philosophy or to any social philosophy at all, to say nothing of economic ideals. . . ."; an article from *Nature* on the Annual Report of the Academic Assistance Council; and an analysis by W. C. Eells of the American Council Report on American Graduate Schools, partially summarized in this *Bulletin* for May.<sup>1</sup>

The June 9 issue has an article by J. C. Christensen of the University of Michigan, on "University and College Finances during the Depression," in which he lists methods of retrenchment:

"... In the foregoing discussion an attempt has been made to suggest items to be considered in a thorough-going study of higher education in an effort to operate within income, and at the same time keep tuition and living expenses within the ability of the students to pay. Nothing has been said about limiting attendance. This question is receiving serious consideration in many places and probably will become a fixed policy in some privately endowed colleges and universities and, to some extent, in those supported from public funds.

"It is hoped that what has been said will be of interest to the layman as well as the professional educator. All who are interested in the advancement of higher education know that we can not continue operating to the highest efficiency during a period of decreased income without a definite policy in mind. At the same time, persons with financial means, as well as legislative bodies, can do nothing better than to give liberally to our colleges and universities to keep them going until general financial

<sup>1</sup> A notable error in the original publication gave the total number of doctorates in German as 995 instead of 75; this subject should thus be omitted from the statistical analysis in the May *Bulletin*.

conditions are improved, because even with increased economy in operation there will be few institutions which could not use to advantage additional income for operation."

In the issue of July 7, Professor C.-E. A. Winslow makes an attractive plea for the study of hygiene as a cultural discipline. Arnaud C. Marts presents statistics refuting the traditional argument that a reputation for excellence in football attracts students and financial support to a college:

"... What merit, then, does college football have? A very good deal. It is a superb college sport, an important factor in the educational program, a thrilling spectacle around which college loyalties and spirit amongst students and the younger alumni can be built. But, as a means of building student enrolment, its net rating would seem to be very low, and, as a means of building college endowment, its net rating would seem to be minus."

Caroline Bengtson points out certain characteristics of labor unions not possessed by the American Federation of Teachers.

The number of July 14 is opened by an authoritative address by Dr. Zook before the National Education Association on Federal Aid to Education, urging that as an emergency measure the national government should build the schoolhouses of the country and help to maintain the schools, without, however, relieving local agencies of responsible control:

"... The real challenge to the development of education, therefore, lies back home in our several states. It is in the state legislatures where the greatest battles must be fought. They will be battles requiring the vision to effect a thorough reorganization of small school districts into larger, more effective, and more economical units. They will be battles to compel the state legislature to find new forms of modern taxes which can be collected by the state and distributed to the communities on some equitable basis, thus relieving the local property tax. They will be battles requiring the active interest of laymen and professional educators alike. It is indeed a task for all of us. The situation is imminent, we must be up and at our work."

At this meeting of the Association the following statement on academic freedom was submitted and adopted with the idea that it would become a permanent plank in the platform:

"Teachers are under the obligation to present all points of view on controversial issues, and therefore should have the right to express their own opinions on such issues without danger of reprisal by the school administration or by pressure groups in the community.

"The teacher should also be guaranteed the constitutional rights of freedom of speech, press, and assembly, and the right to support actively organized movements which they consider to be in their own and the

public interest. The teacher's conduct outside the school should be subject to no external controls to which other citizens are not subjected.

"The sudden singling out of teachers to take an oath of allegiance is a means of intimidation of teachers which can be used to destroy the right of academic freedom."

Professor J. N. Swan of the University of Mississippi contributes an article on "Retiring Allowances for Teachers in State Universities."

The issue of July 21 includes an address on "Academic Freedom" by Dr. T. W. Gosling, National Director, American Junior Red Cross, delivered at the convention of the National Education Association, July 3. Announcement is made of the organization of the University of Newark by merging a local School of Law and the Newark Institute of Arts and Sciences.

The July 28 number contains an address on the "Work of the Joint Commission on the Emergency in Education for 1935" by Dr. J. K. Norton, also at the National Education Association convention. Extracts will be published in the November *Bulletin*.

From a paper by J. E. Morgan, Chairman, National Commission on Education by Radio, the following passages are quoted:

"... Our present American radio set-up, which puts radio broadcasting in the hands of private radio monopolies deriving their revenue from advertising, is dead set against fundamental ideas which underlie modern civilization. Genuine freedom of thought is impossible when the machinery through which thought must flow on a national scale is in the hands of monopoly groups supported by competitive business enterprises which have an immediate interest in keeping the facts from the people. The very points where facts are most needed if the people are to govern themselves wisely are the points at which freedom of speech is most certain to be denied.

"For example, one of the great needs in American life today is a realistic regulation of the powerful corporate groups which are constantly seeking to dominate government and to exploit the people. The necessary reforms are impossible so long as radio broadcasting is financed by advertising, paid for by the drug trade which resists regulation, paid for by the public utilities which are seeking to maintain their excessive charges for service, paid for by parasitic industries which wish to continue to make money from the weaknesses and indulgences of men and women. If fundamental issues are to be dealt with intelligently, the people must have the facts. . . ."

In the August 4 issue Dr. Charles F. Thwing discusses with illustrative examples "Some Qualities of a Good College Trustee."

The issue of August 11 has a review of the report of the National

Survey of the Education of Teachers made under the direction of Professor E. S. Evenden of Teachers College.

In the August 18 issue announcement is made of the enactment of a Teacher's Oath Law for New York State applying to teachers, instructors, or professors in any educational institution whose real property is exempt from taxation.

The August 25 issue contains a stimulating address by President Hutchins of Chicago on "The Educational Function of New England," and an account of the incorporation of the New School for Social Research with power to confer degrees in its graduate school.

### *Journal of Higher Education*

The April issue of the *Journal of Higher Education* contains articles by A. M. Stowe, of Randolph-Macon Woman's College, on "Orientation Courses;" E. H. Wilkins, of Oberlin, "The Librarian as Colleague;" W. C. Eells, Stanford, "Criticisms of Higher Education;" C. G. Wrenn, Stanford, "Utilizing Student Advisers;" D. H. Gardner, Akron, "Duties of the Deans of Men;" J. G. Stevens, "Public Support of Higher Education;" and M. E. Wilson, Ohio State, "Music Courses in College."

Significant extracts from Mr. Stevens' article follow:

"... Without gaining a deeper public understanding of the broader and more general curricular material of the college and university program, higher education can not expect a steady and enduring support from the underlying population. In moments of crises some part of the educational machinery will be crippled by lack of financial appropriations, and the entire educational set-up will be correspondingly weakened. The events of the current depression make this point abundantly clear.

"In the public thought, there is no adequate understanding of the nature and character of the teaching and learning process. The process by which the growth of the individual is nurtured, through contact with knowledge and with experts who are seeking and imparting knowledge, and the implications of such growth for citizenship and civilized living are not clear to the lay supporters of education, in any significant sense. The public may understand the memorization of immediately useful facts, but other valuable elements in the learning process, such as habits, attitudes, and methods of thought, are not clearly comprehended. There is little realization, on the part of the public, of the time, energy, effort, and long period of training needed to develop valuable attitudes of mind and habits of living. Of course, there are the conventional and traditional phrases about the value of the great teacher, but the public response to these is more or less mechanical and, in the light of the present depression, perhaps scoffing and scornful. . . .



"It is difficult to see how higher education can expect adequate support when the basic nature of the teaching and learning process is so little understood by the public. The underlying population does not have adequate insight into the activity for which it is paying. And it does seem reasonable, from a detached point of view, for people to be hesitant about making appropriations for educational programs which are practically unknown enterprises. To give psychological and financial aid to educational activities on faith is hardly compatible with the economic temper of the time.

"The public is largely in the dark relative to the administrative methods and procedures by which higher education is being managed and directed. The phrase 'administrative methods and procedures' is used in a broad meaning, covering such activities as methods of accounting, architectural and building planning, allocation of funds to various departments, salary increases, promotions, faculty function in administration, and the relation of administration to educational policy. It seems reasonable to suppose that a group which supplies funds for any given activity ought to have some basic facts about the processes by which their organization is promoted and directed. . . .

"The public is in a good deal of haze as to the results of higher education, both actual and desired. Of course, the outcomes in the realm of some of the specialized studies are generally understood, but the broader and human civic results growing out of the program of higher education are not adequately comprehended by the man of the street. The improvement of agricultural stock, the increased yield of farm land, the research which has created additional household products for every-day use, and the training of the professions, as outgrowths of higher education, are within the understanding of the general public. But the social and human attitudes and civic conduct resulting from college and university training are not clearly demarcated and logically evident to the average person. To be sure, there are copybook answers and traditional statements about the social and cultural value of higher learning; but the conventional phrases about the culture, breadth of vision, social tolerance, and flexibility growing out of the experience of college and university life are greeted with considerable incredulity these days. Such generalizations about the cultural and socializing values of higher education are largely meaningless to the general public. . . .

"There is some confusion in the mind of the public and in the minds of educators as such about the part the public should play in the formation of educational policies of institutions of higher education. . . .

"The temptation to shortsighted administrators is to take the entire power in their own hands, rationalizing such a seizure on the ground that they are supposed to formulate policies for the institutions which

they serve. This may be an easy immediate answer to the question; indeed, for the moment it might be satisfactory to a lazy or indifferent public. But it is not an intelligent or enduring solution, with the background of a democratic tradition and the existence of a theoretically democratic social organization. Educational autocracy or educational fascism is not a theoretically correct educational procedure with the present democratic premises implicit in our entire living, no matter how desirable it may seem to any interested group. In a democratic society the public has a right to a fair share in the function of policy formation in higher education. And it has the right to know clearly what that fair share of power and function is. . . .

"It may be urged that any attempt on the part of the institutions of higher education to be positive and aggressive in explaining their nature and needs to the public would place them in the unenviable position of being a political and propagandist group. Of course, these institutions are in the role of partisan advocates, if they go forth in the market place and plead for their right to live and work. But it cannot be held against them if they have seemingly entered the political arena. By their very nature our institutions of higher education are already in politics clear up to their ears. They can not divorce themselves from the political soil of their nurture any more than a flower can exist apart from the earth and sun which give it life and beauty. In the present situation of our colleges and universities the question is merely the kind of political activity in which they engage. Political action and decency and nobility, in its broad meaning of social statesmanship, is one of the vital needs of institutions of higher education, in making known and pressing, in a reasoned way, their claims for public support."

Mr. Wilson's article concludes with the following paragraph:

"The administrative officers could end the confusion which is ordinarily presented in college music courses if they would cease to pamper the art and insist upon the same level of work for credit recognition as is maintained in other branches of study. This policy would recognize for general college credit only such music courses as pre-suppose on the part of the student some skill in dealing with music itself. The ability of a student to talk about music, to read criticisms, make visual analyses, and the like, would not give him entrance to such a course. Such a requirement is not too stringent; it pre-supposes the same amount of study that a student must do before he may gain credit in any foreign language. This is the preparation which many students have gained before entering college. They would thus be enabled to take courses in appreciation which could make use of their training and which could, therefore, interest them. Such courses might be organized to combine lecture, recitation, and laboratory, thus making it possible to study the

structure and, by participation in the performance, to develop the aesthetic feeling at the same time. The procedure would develop better choruses and orchestras, would put an end to pseudo-appreciation courses, and would satisfy both students and administrative officers that courses in appreciation are worthy of the time of the student and the credit received."

The later items in the *Journal* include an announcement of a plan for the election of alumni trustees, at Princeton particularly, on a regional basis, and statements about generalization requirements of Wesleyan University, which make it unnecessary for a student to offer either Latin or mathematics for admission, and possible to satisfy the modern language requirements for graduation by taking two additional years in the language presented for admission. The Harvard Business School calls attention to an erroneous statement in the April issue of the *Atlantic Monthly* in regard to repayment of loans to students. Mention is made of the fact that the proposed consolidation of Chicago and Northwestern Universities has been abandoned in favor of a study of possible cooperation, evidently recognizing that such a question is primarily educational rather than legal or financial.

#### *Universities Review*

Extracts of the article on "The Italian University System" and the "Presidential Address" are quoted elsewhere in this issue of the *Bulletin*. Other articles of interest are "The Problem of Science in Universities," L. N. G. Filon; "University of Barcelona," Margarita Comas de Bestard; "University Teachers and Politics," G. C. Field.

In the last named, the writer defends at some length the principle of free and active participation of college and university teachers in political activity. His conclusion is:

"It is not for a moment suggested that university teachers should use their university teaching as an occasion for political propaganda. The danger of such a thing is hardly very serious. With most subjects it would be impossible, and in those where it might be possible one could, in general, rely on the established standards of professional opinion to avoid this danger. Certainly it would be absurd to imagine that the suppression of outside political activity would be any safeguard against such danger as there was of political prejudice within the university. And one may add, in conclusion, that an undue timidity about referring to controversial questions when they are really relevant to the subject would be an equally disastrous error and one, indeed, of which there is a greater risk than of the reverse. There is undoubtedly a real danger of university teachers becoming regarded as cloistered scholars, incapable of any opinions on anything outside the university, and of all university

studies being looked on as having no connection with any of the most vital interests of real life."

A report of the Council Meeting of the Association of University Teachers in December, 1933, carries the following resolution, the subject of which has been the center of considerable recent controversy:

"That this Council is of opinion that the adoption by university authorities of any general policy of discriminating against the appointment or continued appointment of women university teachers because of marriage would not be in the best interests of universities or of the profession of university teachers."

*Educational Law and Administration*

The publication of this valuable journal is for the present suspended.

In the last issue, that for July, may be noted an article by M. M. Chambers on "The Municipal Universities and the Courts."

*Journal of Engineering Education*

The issue for May includes an article by Professor B. P. Reinsch, of Southern College, on "Psychological Principles Applied to the Learning Process in Engineering Subjects," and a discussion by Dean G. M. Butler of the University of Arizona on the question, "Should Engineering Professors Practice Engineering?" Dean Butler argues in favor of such practice under certain safeguards.

## LOCAL AND CHAPTER NOTES

### COLBY COLLEGE, REORGANIZATION OF PHYSICAL EDUCATION AND ATHLETIC BRANCHES

The Colby College Board of Trustees on April 14 adopted a reorganization of the physical education and athletic branches of the college. Beginning this autumn, there is to be a new department entitled, "The Department of Health and Physical Education." Within this will be three divisions as follows: (1) Medical and nursing services; (2) Intramural games; (3) Intercollegiate athletics. The purpose of the change was stated by President Franklin W. Johnson as follows: to subordinate athletics to a position on a par with the intramural program, to emphasize the close relation between the medical and recreational aspects of health, and to end the confusion and overlapping of functions that existed when the college administration and Athletic Association were jointly responsible for the conduct of intercollegiate sports.

In June it was announced that the new department is to be headed by Gilbert Frederick Loeb (B.S., Pittsburgh, M.A., Columbia), who has been a member of the faculty of Pennsylvania State College.

### HARVARD UNIVERSITY, LEAVES OF ABSENCE FOR RESEARCH WORK

Assistant professors and instructors at Harvard University are given greater opportunity for research work through rules recently voted by the Harvard Corporation. Assistant professors, who previously had to wait six years after appointment to that rank in order to obtain leave of absence for research, may now, as a special privilege, be granted leave, with full salary, for important projects of research three years after such appointment. Instructors, who previously were granted no leave of absence for research, will now be given leave with salary for research during their third or subsequent year of service in that grade, if, in the opinion of the President and Dean of the Faculty of Arts and Sciences, the nature of their research work warrants such leave.

In his annual report President Conant emphasized the need of faculty members "for sufficient time for writing and investigation." The new plan liberalizing the conditions for sabbatical leaves is being inaugurated accordingly.

### INSTITUTE FOR ADVANCED STUDY, TRUSTEE-FACULTY RELATIONS

When the Institute for Advanced Study, in accordance with its charter, elected Oswald Veblen, a member of its faculty, to be also a member of its board of trustees, it advanced one more step along the road American education has been following for the last two decades. Legislative-



executive relationships are always delicate, but seemingly nowhere more easily thrown out of adjustment than in educational institutions. In 1915, in the belief that certain important rights and interests of teachers were being flagrantly disregarded in many institutions, the American Association of University Professors was organized, and there were other indications that the teachers were ready to put up a good fight. In some cases they had to.

Meanwhile, a few presidents and trustees determined to seek other ways of adjusting differences. Princeton, under the leadership of President Hibben, was one of the earliest to provide for faculty review on questions of academic freedom and tenure; and to organize trustee-faculty conference committees to consider questions affecting both bodies. Today nearly every university has a committee of this sort, or, as an alternative to it, an arrangement whereby certain faculty members sit with the board of trustees. Cornell is an example in the latter category.

Until very recently, however, none of these faculty representatives had a vote. At California Institute of Technology the faculty has perhaps as much power as anywhere else, but even there the faculty does not actually vote at trustees' meetings (the institution has no president, his duties being discharged by an administrative committee of eight—four faculty members and four trustees).

Now, however, the Institute for Advanced Study in Princeton has gone the whole way and elected a faculty member with full voting powers. This action is to be commended as a gesture of friendliness toward the "society of scholars," but it should be noted that the Institute charter says only three faculty members may be included among the fifteen trustees. One fifth of the membership will hardly give the faculty a representation more effective than that now provided in dozens of universities by an energetic president who realizes, as President Dodds has demonstrated he realizes, that his most important function is that of liaison officer between the trustees and the faculty.

*The Princeton Alumni Weekly*

#### IOWA STATE COLLEGE, HONORS DAY PROGRAM

At the annual honors day program the banquet was held under the auspices of the local chapter. President W. B. Bizzell, of the University of Oklahoma, the guest speaker, delivered an address on "The Changing Intellectual Climate."

#### UNIVERSITY OF NORTH DAKOTA, REPORT OF CHAPTER ACTIVITIES

A comprehensive report of the chapter's activities during the past year includes a wide variety of items. Among the subjects discussed at

meetings were certain phases of consumer economics, the report of the Association's Committee on College and University Teaching, the State Teachers Retirement and Insurance Fund, and University Policies. A committee of the chapter was appointed to investigate the teachers' fund just referred to. The report mentions considerable correspondence regarding the possibility of establishing a local branch of the American Federation of Teachers, with record of the recommendation of the Executive Committee of the chapter that no such local branch be organized in the university at the present time.

Among the various general services performed by the chapter has been the reprinting and distribution among members of the faculty of the constitution of the university. A committee of the chapter, it is noted, is studying this constitution.

A report of the activities of the faculty service exchange in mimeographed form presents an interesting picture of the wide range of advantages made possible by the plan devised and managed by the faculty.

During the past year the chapter has enrolled nine new members, making a total of fifty-seven.

#### PRINCETON UNIVERSITY, PENSIONS AND GROUP INSURANCE

A new pension system and group insurance plan became effective at Princeton University on July 1. President Dodds states that the new plan will guarantee more liberal retiring allowances, and larger members' pensions and widows' pensions although the maximum amount will be \$4000. All faculty members above the rank of instructor participate in the plan, which calls for contribution of 5 per cent of each faculty member's salary, this sum not to exceed \$400. The university will set aside each year a like sum. These joint contributions will cease when the accumulations are sufficient to provide for the maximum total pension to which the faculty member is entitled. The new pensions are applicable only to members of the faculty who retire after 1940. Any faculty member retiring at the age of sixty-eight, in the next six years, will receive a pension of half his regular salary during the last year of his active service, the sum not to exceed \$3250. If a member dies, leaving a widow, the university will guarantee a pension for the remainder of her life of half her husband's pension, the minimum annual payment to be \$1500.

The present group life insurance is continued—\$10,000 per member (prior to retirement only) at a cost of \$72 a year to the member.

#### UNIVERSITY OF TEXAS, GENERAL FACULTY CODE

At a recent meeting of the general faculty of the University of Texas a definite policy was adopted in the form of a code of ethics to be ob-

served by members of the faculty and employees of that institution in the matter of their relations with members of the legislature and other state officers.

The code provides that all matters pertaining to the administrative affairs of the university in which state authorities are involved shall be performed solely by the President and the Board of Regents. It prohibits any faculty member or any employee from initiating or promoting through individual members of the legislature or other state officers any policy relating to the university. It also would be violation of the code for any member of the faculty or employee of the institution to seek to secure advancement in salary or promotion by direct or indirect lobbying. But it is proper for an employee to discuss university policies if discussion is initiated by an official of the state.

Should any member of the university staff receive an invitation from a member of the legislature or other state officer to discuss matters affecting the university, it is made the duty of such a staff member to inform the President of the nature of such discussion. The code by this means seeks to prevent legislation or other state administrative acts that would be in the nature of individual or departmental discrimination.

The code was formulated by a committee appointed by President H. Y. Benedict after he had circularized the faculty asking for nominations. The five who received the largest number of nominating votes were Dr. A. P. Brogan, *chairman*, Dr. E. C. Barker, Dr. W. J. Battle, Dr. B. F. Pittenger, and Dr. R. W. Stayton.

#### WESTERN RESERVE UNIVERSITY, SUMMER MEETING

At an informal luncheon group meeting of the chapter on June 28, Professor S. H. Slichter, Chairman of the Committee on the Economic Condition of the Profession, and member of the Council, was the guest of honor. Various topics of concern to the Association were discussed at length, particularly the possibility that by proper retiring allowances of the older members of the faculties, the younger generation would find opportunity for service, and growth more nearly normal than present conditions permit.

## COMMUNICATION

### CHAPTER AND ADMINISTRATIVE COOPERATION ON BUDGET

"Last January I appointed a committee from this chapter to confer with the President of the University about certain readjustments that were being made due to the situation of the budget. The President placed everything before the committee and asked for suggestions. He was very cooperative and I believe did everything possible to avoid causing any more distress than was absolutely necessary. This committee also acted in an advisory capacity to any that wished advice. . . .

The deans of all the colleges also cooperated with the committee referred to above.

"I have had only one other complaint about the dues. I do not believe there is any great dissatisfaction in the local chapter due to the four dollars charged for membership.

"The chapter has been having regular meetings this spring and a program is being arranged for next year."

## MEMBERSHIP

### ACTIVE MEMBERS ELECTED

The Committee on Admissions announces the election of two hundred and six active and seventy-three junior members as follows:

Agnes Scott College, Frances K. Gooch, Martha Stansfield; University of Akron, Sam Selby; Alabama Polytechnic Institute, Telfair B. Peet; Albright College, Marcus H. Green; Alfred University, Warren P. Cortelyou; Brooklyn College, David Driscoll, Joshua H. Neumann, Isidore Pomerance; University of Buffalo, Shaw Livermore, Willis L. Tressler; California State Teachers College, Elmer A. Messner, Abraham P. Nasatir; University of California, Edith M. Coulter, Denis L. Fox; University of California (Los Angeles), Ruth Anderson, John W. Caughey, Harriet E. Glazier, Kate Gordon, Myrta L. McClellan; Capital University, Harold J. Grimm; Carnegie Institute of Technology, Bartow Griffiss; University of Chicago, Ralph Buchsbaum, William L. Eagleton, William A. Irwin, John A. Wilson; University of Cincinnati, J. Roy Blough, Grace B. Daviess, Charles H. Dwight, George F. Howe, Paul V. Kreider, Archimede Marni, Rodney P. Robinson, Spencer Shank, George G. Snider, Edwin O. Stene, Harold M. Vinacke; City College (New York), Emilio R. Pineda-Galvan, Erwin W. Tschudi, David A. Weaver; Colgate University, Olin T. Brown, Robert M. Duncan, William J. Everts, Sidney J. French, Jasper V. Garland, Jesse J. Garrison, Paul R. Gleason, Fred S. Keller, Leishman Peacock, David M. Robb, Lloyd R. Stamp; University of Colorado, Malcolm C. Hylan; Columbia University, Marianna Byram, John L. Childs, Donald L. Clark, B. O. Koopman, Victor K. La Mer, Marion Lawrence, Henri F. Muller, John M. Nelson, S. R. Powers, I. I. Rabi, Jan Schilt, Paul A. Smith, Florence Stratemeyer; Cornell University, Lawrence Andrus; Denison University, Lionel G. Crocker, William N. Felt, Charles L. Major, Harold H. Titus; De Paul University, Raymond M. Gallagher; University of Detroit, Fernand Vial; Elmhurst College, Gordon B. Strong; Florida State College for Women, Mildred Stewart; George Washington University, Raymond J. Seeger; Georgia School of Technology, Louis T. Bates, Hal C. Brown, Lloyd W. Chapin, John B. Crenshaw, Edwin H. Folk, Jr., Herman K. Fulmer, William G. Perry, W. Harry Vaughan; University of Georgia, Horace B. Ritchie, Clarence D. Turner; Gettysburg College, Henry Bream; Grinnell College, Carl Niemeyer; Harvard University, Merle H. Elliott; Hood College, Mary E. Osborn; Huron College, Woodford Heflin; Illinois State Teachers College (Eastern), Ernest L. Stover; University of Illinois, Herbert F. Moore; Indiana State Teachers College, James F. Mackell, Walter O. Shriner; James Millikin University, Myles E. Robinson; Johns Hopkins University, Ruth S. Lynch, Tracy M. Sonneborn; University of Kansas, Parke H. Woodard; University of Kentucky, E. G. Trimble; Kenyon College, Charles T. Bumer; Keuka College, Dorothy Allen; Lafayette College, William Beverley; Lake Erie College, Oril E. Henthorne; Lehigh University, C. Wesley Phy; Southwestern Louisiana Institute, Harry J. Chatterton, Charles R. Flack, Hollis M. Long; Louisiana State Normal College, Catherine Z. Winters; MacMurray College for Women, Paul R. Anderson, Elizabeth A. Crigler, O. F. Galloway; Miami University, Glenn Barr, Delmas R. Cawthorne, Daniel da Cruz, J. B. Dennison, Ray Edwards, Harry N. Howard, Leon P. Irvin, William J. McNiff, C. H. Sandage, J. H. Shera, William H. Shideler, William E. Smith, Orton K. Stark; Michigan State College, Lewis Richards, Alexander Schuster; University of Michigan, Lafayette F. Dow, Dwight C. Long, John E. Tracy; University of Minnesota, Herbert Tout, H. K. Wilson; Morningside College, Laura Fischer; Nebraska State Teachers College



(Wayne), Amy Chateaufneuf, Verna Elefson, J. G. W. Lewis; **University of Nebraska**, Roy C. Spencer; **University of New Mexico**, Robert W. Ellis, Everly J. Workman; **New York University**, Allan C. G. Mitchel, T. C. Schneirla; **Norwich University**, Peter D. Webster; **Ohio State University**, Charles A. Doan, Huntley Dupre, Katharine F. Hersey, Elsie V. Jones; **Ohio University**, James R. Patrick; **Oklahoma Agricultural and Mechanical College**, G. C. Anderson; **Oklahoma State Teachers College (Northwestern)**, Alma L. Rodgers; **University of Oregon**, Brownell Frasier, Andrew F. Moursund, Jr., Herbert R. Sinnard; **Pennsylvania State College**, F. Joe Bedenk, Gilbert F. Loeb, Joseph F. O'Brien; **University of Pennsylvania**, Raymond E. Zirkle; **Princeton University**, Elmer G. Butler, Augusto Centeno, George E. Duckworth, George F. Luthringer; **Rice Institute**, Harvey L. Johnson; **Rutgers University**, Meredith F. Parker; **Saint Johns University**, Edwin B. Hewes, M. Edmund Speare; **Sam Houston State Teachers College**, James G. Gee; **Seton Hall College**, Henri H. Petitjean; **Simmons College**, Ula M. Dow, Alice L. Hopkins, Nellie M. Hord; **Smith College**, Ernest C. Driver, Elizabeth Frame, Margaret A. Marsh, Matthias F. Schmitz, Aline de Villèle, A. Geraldine Whiting, Marjorie Williams; **Southern Methodist University**, Rachel Timberlake; **Swarthmore College**, J. Roland Pennock; **Sweet Briar College**, Salvatore C. Mangiafico; **Syracuse University**, Leon B. Howe; **Temple University**, Ira D. Shoop, Jane V. N. Smead; **University of the City of Toledo**, Young A. Neal; **Tulane University**, Williams M. Mitchell; **University of Utah**, Mabel Frazer, David T. Jones; **Vassar College**, Martha M. Reynolds; **University of Vermont**, Roland Doane, Clair Leonard, Paul A. Moody; **Virginia Agricultural College and Polytechnic Institute**, Norval W. Conner; **Washington and Lee University**, Rowland M. Myers; **State College of Washington**, Arthur Svihla; **University of Washington**, Elizabeth S. Soule; **Wayne University**, Katherine B. Conover; **Wesleyan University**, Philip L. Gamble, Laurence E. Gemeinhardt, Henry-Russell Hitchcock, Jr.; **West Virginia University**, Harold Wentworth; **Western Reserve University**, Lester K. Born, William H. McPherson; **Williams College**, James E. Bullock, Howard P. Stabler; **University of Wisconsin**, Paul Knaphlund, Hazel Manning, Morris Marden, Paul E. Millington.

### TRANSFERS FROM JUNIOR TO ACTIVE MEMBERSHIP

**Adelphi College**, Mary J. Cobb; **Albright College**, Henry G. Buckwalter; **University of Arkansas**, Kenneth O. Warner; **Brooklyn College**, Benjamin Grosbayne; **Polytechnic Institute of Brooklyn**, James B. Greeley; **University of Cincinnati**, Lewis B. Cooper; **City College (New York)**, James Kendall; **University of Colorado**, Joseph O. Van Hook; **University of Delaware**, W. D. Lewis; **De Pauw University**, Lloyd Messersmith; **Duke University**, Kenneth W. Clark; **University of Florida**, W. E. Moore, J. E. Price; **Guilford College**, H. A. Ljung; **Hanover College**, Oscar K. Dizmang; **Hunter College**, Solomon Bluhm; **University of Iowa**, Fred L. Fehling, Erwin von Graff; **Lake Erie College**, Edith K. Cumings; **Louisiana State University**, R. Dana Russell, T. Lynn Smith, Carlo J. Tripoli; **Marshall College**, Leslie J. Todd; **Morehead State Teachers College**, Lewis H. Horton; **University of Nebraska**, E. C. Scheidenhelm; **North Dakota Teachers College (Minot)**, Matthew M. Sloan; **Ohio State University**, Howard G. Brunsman, Alfred Lande; **Oklahoma Agricultural and Mechanical College**, Claude G. Schmitt; **Simmons College**, Albert J. Harris; **Temple University**, R. O. Malconson; **Western Reserve University**, Elmer R. Binkley; **University of Wichita**, Hugo Wall; **University of Wisconsin**, Caroline A. Lander; **Yale University**, John E. Vance.

## JUNIOR MEMBERS ELECTED

Antioch College, Harold Jantz; Boston University, Peter A. Bertocci; Brooklyn College, Isidore Kayfetz, Charles J. McDermott, Jr.; Brown University, MacDonald Fulton; University of California, Alpheus Green, Edward F. Meylan; University of Cincinnati, Siegmund A. E. Betz, Charles R. Wilson; Colgate University, Everett Cox, Howard D. Williams; Columbia University, Blanch L. Baxter, Mary S. Clay, Walter Gellhorn, Ada B. Johnson, Joseph C. Weller; Dartmouth College, Elmer E. Smead; Denison University, Albert A. Roden; Duke University, Thomas P. Chalker, Nolan E. Rice; Florida State College for Women, Elizabeth P. Autrey; Harvard University, Milton F. Schadegg; Huron College, John de Vries; Idaho State Normal School (Lewiston), Kyle E. Taylor; University of Iowa, William R. Lueck; Johns Hopkins University, Lorenz Misbach; College of Emporia, Ivan Grimshaw; Massachusetts State College, Edgar Sorton; University of Michigan, E. L. Beutner; Morehead State Teachers College, Chiles Van Antwerp; Mount Holyoke College, Virginia P. Matthias; University of New Hampshire, Marvin A. Miller; Ohio State University, Howard G. Brunsman; Oklahoma State Teachers College (Northwestern), C. E. Campbell; University of Pennsylvania, Hans Neisser; Princeton University, Douglas W. Campbell, Lester V. Plum; Rice Institute, Robert W. Talley; University of Rochester, Robert A. Pratt; Seton Hill College, John H. Styka; Smith College, Helen R. Stobbe, John B. Whitelaw; University of Southern California, Arnold Tilden; Union College, Frederick W. Toppan; University of Virginia, Margaret Hess; Washington and Jefferson University, Harry W. Pedicord; Washington University, Morris Moore; Western Reserve University, Monroe J. Bahnsen; University of Wisconsin, James E. Jackson; Yale University, F. Darcy Bone, Dora H. Duff, Martha J. Gibson; Not in University Connection, Eldon R. Burke (A.M., Chicago), Mt. Carroll, Ill.; Benjamin G. Chitwood (Ph.D., George Washington), Washington, D. C.; Joseph L. Clark (Ph.D., North Carolina), Hammond, La.; Elizabeth J. Cole (A.M., Chicago), Chicago, Ill.; Mattie Creighton (Ph.D., Iowa State), New York, N. Y.; W. Irving Crowley (Ph.D., Columbia), Harrogate, Tenn.; Russell V. Giffin (M.A., Ohio State), Columbus, Ohio; Richard M. Haff (Ph.D., Cornell), Ithaca, N. Y.; John E. Jenkins (M.A., Columbia), Buffalo, N. Y.; Carl H. Laub (Ph.D., Wisconsin), Tampa, Fla.; Albert C. Metts (Ed.D., Southern California), Tampa, Fla.; Charles H. Z. Meyer (Ph.D., Northwestern), Chicago, Ill.; Byrd L. Price (M.A., Baylor), Bryan, Tex.; Donald T. Ries (Ph.D., Cornell), Bloomfield Hills, Mich.; Samuel Schroeder (M.A., Indiana), Bay City, Mich.; Richard Sears (Ph.D., Michigan), Plymouth, Mich.; George C. Seeck (Ph.D., Michigan), Ann Arbor, Mich.; George B. Toll (M.S., California), Morris, Ill.; Henry H. Walsh (Ph.D., Columbia), Providence, R. I.; Camilla L. Wills (M.A., Columbia), University, Va.; Clarence Zener (Ph.D., Harvard), Bristol, England.

## NOMINATIONS FOR MEMBERSHIP

The following one hundred and twenty-one nominations for active membership and forty nominations for junior membership are printed as provided under Article IV of the Constitution. Objection to any nominee may be addressed to the General Secretary, 744 Jackson Place, Washington, D. C., or to the Chairman of the Committee on Admissions<sup>1</sup> and will be considered by the Committee if received before November 25, 1934.

The Committee on Admissions consists of R. E. Dengler, Pennsylvania State, Chairman; H. L. Crosby, Pennsylvania; B. W. Kunkel, Lafayette; A. C. Lane, Tufts; A. O. Lovejoy, Johns Hopkins; W. T. Magruder, Ohio State; Julian Park, Buffalo.

Robert W. Abbett (Building Construction), Union  
Fred W. Ajax (English), Georgia School of Technology  
Virgil C. Aldrich (Philosophy), Rice  
William P. Allyn (Zoology), Indiana State Teachers  
Allen E. Andress (Economics), Lafayette  
Don P. Ayres (Architectural Design), Iowa State  
Roger D. Baker (Pathology), Duke  
Roy A. Ballinger (Agricultural Economics), Okla. Agricultural and Mechanical  
C. C. Bayard (Economics), Amherst  
Newton S. Bement (French), Michigan  
Elizabeth L. Bishop (Latin), Western  
Ross T. Bittinger (Interior Decoration), Michigan  
Earle E. Bortell (Physics), Georgia School of Technology  
André G. Bourgeois (French), Rice  
Estella Bowman (English), Missouri State Teachers (Northwest)  
Paul Bowman (Chemistry), Lafayette  
C. Vyner Brooke (French, Spanish), Bowdoin  
Roy O. Buchanan (Electrical Engineering), Vermont  
Harold Bush-Brown (Architecture), Georgia School of Technology  
Peter A. Carmichael (Philosophy, Psychology), Converse  
Mary B. Carter (Home Economics), Okla. Agricultural and Mechanical  
C. Carl Certain (English), Wayne  
D. Mitchell Cox (English), Georgia School of Technology  
John W. Eaton (German), Michigan  
Gertrude E. Eckford (Education), Delta State Teachers  
Eliot G. Fay (Romance Languages), Northwestern  
Frank C. Flint (English), Dartmouth  
Frances A. Foster (English), Vassar  
J. D. P. Fuller (History), Agricultural and Mechanical College of Texas  
Alexander O. Gettler (Chemistry), New York  
Harry D. Gideonse (Economics), Chicago  
Frederic S. Goodrich (English Bible), Albion  
George Gould (Education), Pittsburgh  
Ina M. Granara (Chemistry), Simmons

<sup>1</sup> Nominations should in all cases be presented through the Washington Office, 744 Jackson Place, Washington, D. C.

Fred L. Hadsel (Latin), Miami  
Brice Harris (English), Cornell  
Pickens E. Harris (Philosophy of Education), Pittsburgh  
C. W. Heaps (Physics), Rice  
Homer O. Hendrickson (Political Science, History), Albion  
Solomon O. Henshaw (English), Okla. Agricultural and Mechanical  
Empo V. Henry (Home Economics), MacMurray  
Charles W. Hertzler (Sociology), Baldwin Wallace  
Helen G. Hicks (Speech), Hunter  
Francis M. Hill (Engineering Drawing), Georgia School of Technology  
William H. Hollinshead (Anatomy), Duke  
Clarke W. Hook (Mathematics), Georgia School of Technology  
William B. Johns, Jr. (Mechanics), Georgia School of Technology  
Joseph E. Jones (Spanish), Rice  
Willis K. Jones (Spanish), Miami  
Gene H. Kistler (Pathology, Bacteriology), Alabama  
Joseph S. Knapper (Physics, Mathematics), Albright  
Adolf H. Kunz (Chemistry), Oregon State  
Helen Kutman (Mathematics), Hunter  
Paul de Launay (French), Howard (Alabama)  
Howard M. Le Sourd (Religious Education), Boston  
D. D. Lessenberry (Commercial Education), Pittsburgh  
Benjamin Lippincott (Political Science), Minnesota  
Alan D. McKillop (English), Rice  
Vladimir L. Maleev (Mechanical Engineering), Okla. Agricultural and Mechanical  
Otto C. Marckwardt (English), Wayne  
Timothy C. May (Geology), Catholic University  
Heinrich Meyer (German), Rice  
Anna W. Michels (English), Hunter  
Walter P. Miksch (French), Rice  
Adelphia Mitchell (Geography), Sam Houston State Teachers  
Frank B. Mitchell (French), Rutgers  
Edward F. Mohler (History), Mary Manse  
Alan H. Monroe (Speech), Purdue  
Thomas Moodie (Aeronautical Engineering), Georgia School of Technology  
Marcel Moraud (Romance Languages), Rice  
Carl D. Morneweck (Education), Pittsburgh  
Phil Narmore (Mechanics), Georgia School of Technology  
John A. Nietz (Education), Pittsburgh  
Bernard F. Oakes (Physical Education), Montana  
Eugene J. Oberlé (Romance Languages), Rice  
William T. Oglesby (Animal Pathology), Louisiana State  
G. Harrison Orians (American Literature), City of Toledo  
R. H. Palmer (Vocational Education), Montana State  
E. F. Patten (Psychology), Miami  
W. LeRoy Perkins (Geography, Geology), Indiana State Teachers  
Edward T. Prosser (Physics), Georgia School of Technology  
Percy L. Rainwater (History), Mississippi  
Robert C. Rankin (History), Simmons  
Walter Rautenstrauch (Industrial Engineering), Columbia  
Cecil B. Read (Mathematics), Wichita

John D. Regester (Philosophy), Puget Sound  
 Frances G. Richard (English), Miami  
 George D. Rock (Physics), Catholic University  
 William G. Ross (Bible, Philosophy), Berea  
 Frederick L. Ryan (Economics), Oklahoma  
 John K. Ryan (Philosophy), Catholic University  
 Ren G. Saxton (Civil Engineering), Okla. Agricultural and Mechanical  
 Walter Schwab (Modern Languages), Albion  
 E. Joe Shimek (Electrical Engineering), Rice  
 Beulah Shockey (Clothing and Textiles), Okla. Agricultural and Mechanical  
 Verne F. Simons (Business Administration), Rice  
 John W. Slaughter (Sociology, Philanthropy), Rice  
 Mary E. L. Soule (Physical Education), Georgia  
 Elisabeth Spann-Delorme (German), Allegheny  
 Raymond G. Spencer (Physics), Albion  
 Corinne Statler (Textiles and Clothing), Louisiana State Normal  
 Arthur B. Stillman (Accounting), Oregon  
 Hazel B. Strahan (Household Arts), Okla. Agricultural and Mechanical  
 Mildred E. Taylor (Mathematics), Mary Baldwin  
 W. A. Thalman (Psychology, Education), Illinois State Normal (Southern)  
 Lyell J. Thomas (Zoology), Illinois  
 Lewis M. Turner (Forestry), Arkansas  
 Bernhard Ulmer (German), Trinity (Connecticut)  
 Francis A. Walsh (Philosophy), Catholic University  
 James S. Waters (Electrical Engineering), Rice  
 William E. Walton (Psychology), Nebraska  
 Adolph M. Wasilifsky (Public Speaking), Catholic University  
 William W. Watkin (Architecture), Rice  
 Homer S. Weber (Drawing), Georgia School of Technology  
 Paul Weiss (Philosophy), Bryn Mawr  
 Hugh C. Welsh (Biology), Rice  
 Russell Westmeyer (Economics), Rice  
 Nathaniel E. Winters (Agronomy), Okla. Agricultural and Mechanical  
 Sophus K. Winther (English), Washington (Seattle)  
 Louis Wirth (Sociology), Chicago  
 Rufus K. Wyllys (History), Arizona State Teachers (Tempe)

### NOMINATIONS FOR JUNIOR MEMBERSHIP

Lyman W. Adams, Jr. (French), Yale  
 Edna M. Antrobus (Biology), Temple  
 Ralph J. Bailey (Zoology), George Washington  
 Paul L. Burlingame (Biology), Rice  
 John S. Carroll (Science), Southern California  
 J. J. Coleman (Statistical Mechanics), Colorado  
 Joseph I. Davies (Biology), Rice  
 Elliot V. N. Diller (Philosophy of Religion), Harvard  
 John M. Ellis (Biology), California (Berkeley)  
 Paul L. Fisher (Plant Physiology, Ecology), Maryland  
 Leonard C. Flowers (Science), Carnegie Institute of Technology  
 Carl Green (Political Science), Illinois  
 Raymond L. Hightower (Church History), Chicago



Forrest Holdcamper (History), Clark  
James B. Holtzclaw (History, Political Science), Kentucky  
Harold R. Hutcheson (English), Yale  
Walter H. Johns (Classics), Cornell  
B. F. Johnson (Education), Oklahoma State Teachers (Northwestern)  
Arthur C. Josephs (Soil Mechanics), Massachusetts Institute of Technology  
Arthur Lichtenstein (Education), Johns Hopkins  
Harry Lipson (Physics), New York  
Samuel R. Magruder (Zoology), Cincinnati  
Paul W. Mahady (History, Politics), Seton Hill  
J. Ward Maier (English), Harvard  
Florence M. Martindale (Zoology), Mount Holyoke  
Jere C. Mickel (Foreign Languages), Montana  
Ernest L. Miner (Botany), Michigan  
W. L. Nofcier (Sociology), Iowa  
John K. Osborn (Education), Hillsdale  
Joe M. Parker (Parasitology), Rice  
Charles W. Porter, III (History), Virginia  
Roland Schaffert (Physics), Cincinnati  
Herbert Schuelke (Music), Miami  
Bethania M. Smith (Library Science), Illinois Wesleyan  
Waldo E. Steidtmann (Botany), Michigan  
W. Lou Tandy (Economics, Philosophy), Illinois  
T. Walter Wallbank (History), Southern California  
C. Beaumont Wicks (French), Johns Hopkins  
Cuthbert Wright (English Literature, General History), Seton Hill  
Margaret Zaroodny (Mathematics), Massachusetts Institute of Technology

## Appointment Service Announcements

The Appointment Service is open only to members but formal registration is necessary.

Those interested in keyed vacancies may have duplicates of their registration blanks transmitted to appointing officers on request.

Members registered with the Appointment Service may have brief announcements inserted in the Teachers Available Section at a charge of \$1.00 per line for the first insertion and 50 per cent of that amount for repetitions. Copy should reach the Washington Office not later than the end of the month preceding publication.

Administrative officers who are interested in announcements under Teachers Available may, upon inquiry, receive copies of registration papers of candidates. Appointing officers are invited to report vacancies at their institutions.

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## Vacancy Reported

Economics: Assistant Professor, southern university, beginning late October or early November. Principles of economics, statistics, business cycles. Ph.D. and some experience. Salary \$2500-3000, depending on qualifications. V 775

## Teachers Available

Art and Architecture: Man, 26, single, M.A. Lectures in history and appreciation. Design, freehand drawing, watercolor. Three years' teaching fellow. Available now. A 975

Biology: Ph.D. Cornell. Trained in biological sciences. Nine years' experience in teaching, research and museum work. Publications in entomology. Available at once. A 976

Philosophy: Ph.D. Harvard. Nine years' varied experience (now assistant professor in southern university). Publications. Desires change. A 977

Scientific Method: Man, Ph.D. in sociology. Publications, travel, lecturer, unusual breadth of training useful for courses in scientific method, orientation, survey of the social sciences or human progress. A 978

Statistics and Economics: Teaching experience; trained in research; linguist. A 979